



Teacher of PE  
Application Pack

Start Date: 1st September 2025



# Welcome from the Headteacher

Thank you for your interest in the position of Teacher of PE at Team Millfield. This is an exciting opportunity to join a dynamic team of expert teachers who are focused on providing the best outcomes for our students. The Governors and I are looking for a highly-motivated teacher who is driven, determined and passionate about improving students' lives through high-quality teaching and learning and outstanding extracurricular provision, as we take Millfield on the next step of our journey to being exceptional.



We are a small, family school with around 880 students on roll. Millfield is the school of choice for our area and we have been vastly oversubscribed for many years. 96% of our parents recommend us to other parents and 95% of our students would recommend us to a friend. We have a culture of high expectations, high ambition and behaviour is outstanding; there is a real belief in the Team Millfield ethos. I am a firm believer in giving every student the opportunity to be the very best that they can be; background should not be a barrier to a child's success.

I have worked at Millfield since 2009 and am incredibly proud to have been appointed as Headteacher in September 2018. As a team, we have fostered a culture of continuous reflection and improvement; embracing the ethos "If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve." Staff morale at Millfield is high and our team are proud to work at our school.

In July 2022, Ofsted confirmed that we are a 'good' school and our report shows that we are on the cusp of 'outstanding' in all areas. The school has been on a journey of improvement: we introduced a new curriculum model and options process in September 2020 and our results have been on an upward trajectory. We are quickly becoming a trail-blazing, beacon school and have been recognised with numerous awards: Careers; Attendance; the first secondary school in Lancashire to achieve the Behaviour Gold Mark; STEM; CPLD and Equalities. We strive to 'Create Bright Futures' for all our students.

We have a fantastic team ethos; staff collaborate to ensure that developing consistently high-quality teaching and learning is at the heart of everything we do.

We have one clear priority:

- Teaching and Learning: Consistent high-quality teaching across the school, ensuring exceptional progress and outcomes for all students, both academically and personally.



## We can offer you:

- A commitment to staff development in terms of high-quality, award-winning CPL;
- Coaching to help improve teaching and student outcomes;
- A unique Team Around the Teacher Induction Programme;
- A mentor from within your department and dedicated mentor time (for our ECTs);
- Protected PPA and additional non-teaching contact time, no cover policy;
- Four home-based INSET sessions, spread throughout the year (one after open evening, for wellbeing);
- An embedded behaviour policy, with centralised detentions, in a school where behaviour is recognised as 'outstanding';
- Being part of an outward-facing school;
- Supportive line management and appraisal, with automatic pay progression;
- Teachers' Pension Scheme (employer contribution rate of 28.68%);
- Free external wellbeing and health package through SAS (e.g. gives access to free physio, weight loss programmes, emergency Doctor's appointments and counselling);
- A supportive SLT committed to staff wellbeing and reducing workload, as well as being committed to our Millfield Wellbeing Charter;
- Free annual flu vaccinations;
- Cycle to work scheme;
- Free laptop;
- An assessment and marking policy that has been written by departments, not a whole-school policy;
- Recognition and retention of excellent staff through internal promotion;
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, admin staff and pastoral staff;
- A team of staff who are committed to ensuring that children are both nurtured and educated;
- Enthusiastic students who have excellent attendance, enjoy coming to school, learning and being stretched and challenged;
- Engaged and supportive governors who want the best for our students and the opportunity to be part of the successful Team Millfield, as we move the school to outstanding in all areas.

If you have the skills, drive and enthusiasm to complement the Millfield vision and be part of our success, then I look forward to receiving your application.

*N. Regan*

Mrs Nicola Regan  
Headteacher



# Welcome from the Governing Body

Dear Colleague,

I would like to thank you on behalf of the Governing Body for the interest you have shown in our school and this position that you have applied for. This is an exciting opportunity and the successful applicant will be joining a happy, successful and welcoming school.

The Governing Body is seeking to appoint a Teacher of PE who can teach high quality lessons, drive our extracurricular provision and contribute to the continued success of the PE department. Millfield is at a significant stage in its development as we are on a journey to 'outstanding'.

The school has had fantastic success over the last few years, including being in the top 10% of schools nationally for attendance and in our last Ofsted inspection in July 2022. The governors have a very simple wish for the school and that is to provide an environment that allows all students to become the very best that they can be. The majority of the governors are recruited from our parents and we all have a keen and vested interest in providing the advice and support to help the school in its strategic vision.

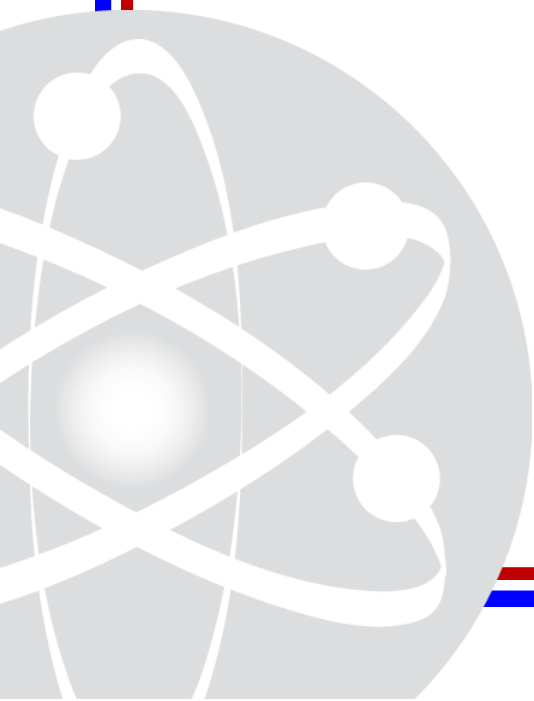
We wish you every success with your application, and we look forward to working with you over the coming years.



Yours faithfully,

A handwritten signature in black ink, appearing to read 'David Slack'.

Mr David Slack  
Chair of Governors



# Welcome from the Students

Dear Applicant,

Welcome to Team Millfield! Our school is a place where students feel safe and welcome. Our students are respectful and polite, and we enjoy coming to school. When students come to Millfield every morning they know how to behave and how to get the most out of their lessons. Millfield is a great environment where students transform from young children in Year 7 to young adults in Year 11, ready for the world.

During our time at Millfield, every one of us has had a chance to shine and experience things we may not have done without the school. From our breath-taking trips to New York, Italy and France, to our wonderful clubs, such as dance, debating society, art and the many sports and extracurricular activities. Our school has so much to offer! The Year 11s who leave Millfield and go on to the next stage of their educational journey always miss these fantastic opportunities. Our teachers care about all students' life chances and it is vital, from a teacher's perspective, for students to have the best five years possible. Leaving school with phenomenal grades is important but so are the experiences that will last a lifetime. Here at Millfield we get both!

We believe that Millfield is a journey that everyone's driving through together. We always admire a person with a personal drive for what they want to do. As students, we would want a teacher who is ambitious, strict and hard-working. If you do come to work at Millfield, we would love you to also be a kind and warm person who students know they can smile at on the corridor. We hope that you will be joining us here at Millfield and become part of our exceptional team.

Yours faithfully,

The Senior Student Team



# Staff Testimonials

"In 2018, I began my teacher training through a school's direct course and I was lucky enough to complete half of my training year at Millfield. Half way through my training year when I saw a post advertised, I applied without a second thought because I wanted to work with like-minded people to drive education forward.

After a year of working as a teacher of Performing Arts, I was appointed as Head of Dance. Working at Millfield has enabled me to work in an environment where students are given the opportunity to thrive emotionally, socially and academically. There is nothing more rewarding than witnessing and supporting students in their development.

I am now in my third year of employment with Millfield; they have been extremely supportive and have offered me an abundance of opportunities to continue my professional development. I have felt like a valued member of 'Team Millfield' since day one. I know that Millfield will support me for the remainder of my career. I know they will continue to push me to be the best teacher I can be."

Alice Kilmartin, Head of Dance.



"In 2015, I gained the position of Senior Science Technician at Team Millfield. During my first 12 months I had the opportunity to work with a committed and supportive science department, as well as the wider school. I was provided with an opportunity to gain teaching experience in the following years, with the view to undertaking the Assessment Only route into teaching. Over the years, I was given guidance, advice and training in all aspects of teaching and learning, allowing me to successfully complete the course and gain QTS.

Through the support I have received from the fantastic team at Millfield and continued CPL opportunities, I was fortunate to be appointed for the position of Head of Transition & Aspirations. I have seen my professional development progress considerably over the years and look forward to seeing what the future holds for my career at Millfield."

David Booth, Second in Science.



"I joined Team Millfield in September 2022, and it has been the best decision of my career. Since the day of my interview, when I was taken on a tour of the school by the Head Boy, who spoke about Millfield with such pride and enthusiasm, I have been excited to start and join such a wonderful and collaborative team.

Throughout my first half-term of working at Millfield, the staff have been supportive and welcoming, helping me to settle and adjust to new procedures and processes. There have been regular CPL sessions with a thorough CPL programme to ensure all staff continue developing, as well as a supportive SLT who have already let me enrol on different courses to ensure I continue developing as a teacher.

As for the students, it is refreshing to be in a school where there are high expectations and a focus on consistency, allowing teaching staff to focus on teaching and ensuring all students are making progress. The students want to learn, and it has been a rewarding experience to see such progress being made within the first half-term, with students being enthusiastic about learning languages. The addition of Spanish has also generated a buzz within the department and students alike. Already I feel like a valued member of staff, and I look forward to continuing to learn and develop my career here at Team Millfield."

Christopher Hardy, Second in Modern Foreign Languages.



# Staff Testimonials



"In 2009, I was placed at Millfield as part of my PGCE course through the University of Cumbria. Fortuitously, a vacancy within the English department was advertised during this time and I was lucky enough to secure a permanent post. In the years since then, I have worked as a teacher in the English department, been promoted to third in English, Pupil Premium Coordinator, Lead Practitioner, Head of English and now, 15 years later, I'm the Assistant Head teacher in charge of Teaching & Learning.

As you can see, Millfield creates opportunities for its staff. This is testament to the Headteacher and SLT who listen carefully when you talk about your expectations for professional development and, in turn, create opportunities to help and support you along your chosen career pathway.

You may have read, or heard of, the expression 'Team Millfield', it's not a cliché, it's not a sales pitch and it's not merely a motto for the children to adhere to. It's at the heart of everybody who works and learns here. All the fantastic staff go above and beyond to support one another, learn from one another and share best practice with one another and it genuinely is a wonderfully enriching learning environment to be in."

Hannah Morton, Assistant Headteacher for Teaching & Learning

"I started at Millfield as Deputy Headteacher in September 2019, after having worked in other schools for 18 years. I remember visiting the school for the first time in February 2019, prior to applying for my current role, and I was truly amazed. I was greeted by a very passionate and enthusiastic Headteacher who clearly has an exceptional vision for her school and wants the absolute best for her colleagues and students – I just had to apply!

I thoroughly enjoy working at such an exceptional school where everyone feels valued and the students are really keen and eager to learn. I am really excited about the future of our school and what we will all achieve together - it is such a privilege to be part of Team Millfield!"

Bill Humphreys, Deputy Headteacher



"I first experienced teaching at Millfield through a placement in my training year and was immediately impressed by the ambition and drive of the school. I was lucky enough to secure a job here starting in September 2021 and have enjoyed every second since.

As an ECT (Early Career Teacher) at Millfield, I have a dedicated mentor as part of my induction programme who offers me one to one support. I also benefit from a reduced timetable and access to regular CPD opportunities to allow me to develop my practice.

A real highlight of the job so far has been taking on the role of a Year 7 form tutor, getting to know the students well and helping to guide them through their first year here at Millfield. I could not recommend the school more highly, and hope that you are successful in your application to join 'Team Millfield'."

Tom Yeoman, History Teacher

*Be Exceptional*

### **PRIORITISE MENTAL HEALTH**

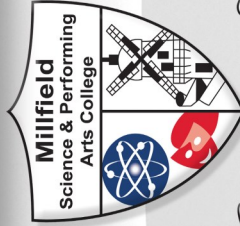
There is no stigma attached to mental health issues, and we promote an open and understanding culture. All staff have free access to SAS (School Advisory Service) for wellbeing; this is a wide-ranging health and wellbeing support service. Wellbeing is included on all staff appraisals.

### **DRIVE DOWN UNNECESSARY WORKLOAD**

We aim to work by the phrase, "Anything that does not impact on student progress needs to be reassessed, as it is either a distraction or an indulgence." We will do this by streamlining documentation, assessing when tasks are calendared, and follow each department's feedback policy to avoid unnecessary marking workload.

### **CULTURE OF EXCELLENT BEHAVIOUR**

As colleagues we will support each other by ensuring consistency with high expectations of behaviour. All staff lead by example and good behaviour of students will be rewarded.



## **WELLBEING**

## **CHARTER**

### **SUPPORTING EACH OTHER**

As colleagues we will show empathy and look out for each other. Everyone should check the wellbeing of colleagues. Make a special effort to give praise and positive words of encouragement.

### **COMMUNICATION**

All colleagues should think before sending an email and ask themselves, "Does this need sending?"

We encourage everyone to speak face to face or pick up the phone. Briefing – every Monday, will be an opportunity to praise colleagues and communicate information that we may have previously emailed. Staff are not required to take notes, they will be sent out as a reminder.

### **DEVELOPMENT AND RECOGNITION**

All colleagues should have regular conversations with their line managers. Recognition of hard work and praise should be given and constructive feedback should guide continuous development and progression. Career progression and CPD will be discussed through the appraisal process.

### **STAFF HAVE A VOICE**

All colleagues should feel listened to. The workload and wellbeing working party will meet every half-term to consider concerns or suggestions. We will ensure that staff have an opportunity to share their views on wellbeing through an annual survey.



## Job Description: Teacher of PE

### Purpose of the Post:

You will be a talented and committed teacher who shares Millfield's vision and values to help us ensure that the school continues our journey to 'outstanding'.

You will strive to be an outstanding classroom practitioner, who plans and teaches well-sequenced lessons to a high standard, in line with school policy and practice.

You will understand and apply the principles of effective assessment;

You will be a reflective and adaptable teacher who can maintain excellent discipline within your lessons and within your department;

You will contribute to the SoL, assessments and PE learning journey to ensure improved student outcomes;

You will be a firm believer that background is not a barrier to outcomes and you will have high expectations and aspirations for all students;

You will liaise with the SEN team, appropriate Progress Leads to ensure that the needs of SEN students and all other groups of learners are met in the PE Department;

You will build and maintain excellent relationships with your form tutees and their parents or carers;

Contribute positively to the house system;

Teach high-quality PSHE lessons in line with the school's T&L policy to your form;

You will be accountable for the safeguarding and welfare of students;

You will ensure you understand and implement school policies, including Health and Safety;

You will promote cultural capital and diversity;

Contribute to strong and effective primary links with our local primary schools;

Contribute to a well planned and well attended extracurricular programme, including sports fixtures and trips;

Promote students' successes via school social media and the Millfield Messenger.

You will demonstrate a commitment to your own professional development and will be keen to improve your practice by being an active participant in the whole-school Teaching and Learning CPL and coaching programme.

### Competencies:

A positive and solution-focused attitude.

Be a role model in attitude, work ethic and appearance.

Promote inclusion, tolerance, respect and equality.

Collaborate and develop effective working relationships with all colleagues.

Build effective relationships with students and their parents/carers.

Be able to work flexibly, adapting procedures to changing situations.

Strive for excellence, personally and in others.

Show initiative and flair in developing new and exciting practices to inspire students.

Effectively mentor students for impact on their outcomes.

### The PE Department:

The department will have the following specialist PE staff: 1 full time Head of Department (female); 2 full time male PE teachers, one of whom is Second in PE/Head of Boys' PE; 1 male PE teacher (SLT) and a 0.6 female teacher of PE. Dance has a Head of Dance and is separate from the PE curriculum. OCR Sport is a popular option subject and Year 11 results, as can be seen from the table below, are outstanding. KS3 students have 2 hours of core PE learning per week and KS4 students have 1 hour of core PE learning per week. All KS4 option subjects have 2.5 hours of learning per week. The current extracurricular sports offered by the department are: football, netball, handball, badminton, basketball, rounders, cricket, athletics and running club.

### PE Department Results:

| OCR Sport | 2022 (Grade D2* to P2) |                    | 2023 (Grade D2* to P2) |                    | 2024 (Grade D2* to P2) |                    |
|-----------|------------------------|--------------------|------------------------|--------------------|------------------------|--------------------|
|           | School %               | National Average % | School %               | National Average % | School %               | National Average % |
|           | 84%                    | 70%                | 94%                    | 70%                | 94%                    | 66%                |

# Person Specification

| Qualifications and Training                                  | Essential/<br>Desirable | Evidenced<br>(Application, Letter,<br>Reference) |
|--|-------------------------|--|
| QTS - Secondary  | E                       | A  |
| First or Second Class Honours Degree in Subject Applying For | E                       | A  |
| Ability to teach subject across the full range: KS3 and KS4  | E                       | A  |
| PGCE or equivalent   | E                       | A  |
| Safeguarding training  | D                       | A  |

| Professional Experience and Knowledge  | Essential/<br>Desirable | Evidenced<br>(Letter, Interview,<br>Reference) |
|--|-------------------------|--|
| Excellent subject knowledge.   | E                       | I R  |
| A reflective practitioner with high-quality teaching skills who has high expectations for students' learning and attainment. | E                       | L I R  |
| Have high expectations and ambition for all students.  | E                       | L I  |
| A commitment to extracurricular activities.  | E                       | L I  |
| Evidence of using progress data to raise standards of learning and teaching.   | E                       | L  |
| Preparation of high-quality lessons, resources, assessments and inspiring lessons.   | E                       | I R  |
| Have a good knowledge of the national curriculum.  | E                       | L I  |
| Provide effective feedback in lessons, books, assessments and home-learning to ensure students make progress.                | E                       | L I R  |
| Provide stretch and challenge to all students, no matter what their ability.   | E                       | L I  |
| Promote independent learning.  | E                       | L  |
| Teach effective revision techniques.   | E                       | L I  |
| Effectively deploy TAs to secure excellent progress.   | E                       | L I  |
| Promote a love of reading and a focus on subject-specific vocabulary in your subject area.                                   | E                       | I  |
| Be an effective form tutor who promotes excellent attendance and supports the House system.                                  | E                       | L  |
| Efficient use of ICT to support learning and ways of working.  | E                       | I  |
| Have a knowledge of PSHE and how to embed careers, SMSC and British Values into teaching.                                    | D                       | L  |
| Have good literacy skills.   | E                       | L  |
| Knowledge of strategies and the principles of inclusion.   | E                       | L I  |
| The ability to maintain good discipline and create a safe and happy learning environment.                                    | E                       | I R  |
| Encourage SMSC and careers in all lessons.   | E                       | I  |
| Follow and adhere to school policies and practice.   | E                       | I R  |
| Comply with the provisions of the Data Protection Act (GDPR) 2018.   | E                       | R  |

| <b>Personal Qualities</b>  | <b>Essential/<br/>Desirable</b> | <b>Evidenced<br/>(Letter, Interview,<br/>Reference)</b> |
|--|---------------------------------|---|
| The ability to inspire and motivate all students.  | E                               | L I R   |
| The ability to promote a love of your subject.   | E                               | I   |
| The desire and capability to be an outstanding teacher.  | E                               | L I R   |
| The ability to make learning engaging and develop resilient learners.  | E                               | I   |
| The ability to work constructively and collaboratively within a team.  | E                               | L R   |
| Effective organisational skills, including:<br>Good communication skills (verbal and written).   | E                               | L I   |
| Good interpersonal skills and empathy and demonstrate an ability to develop and maintain relationships with all members of the school community. | E                               | I R   |
| Be able to prioritise workload and meet deadlines.   | E                               | R   |
| Readiness to support extracurricular activities within and outside your department.  | E                               | L I R   |
| Be able to promote student mental health and wellbeing.  | E                               | I   |
| Excellent timekeeping and attendance.  | E                               | R   |
| Ability to set and maintain high professional standards in conduct and dress-code and lead by example.   | E                               | I R   |

| <b>Teachers' Standards</b>  | <b>Essential/<br/>Desirable</b> | <b>Evidenced<br/>(Letter, Interview,<br/>Reference)</b> |
|---|---------------------------------|---|
| <b>Set high expectations which inspire, motivate and challenge students</b>   |                                 |   |
| Establish a safe and stimulating environment for students, rooted in mutual respect.  | E                               | I   |
| Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.   | E                               | I   |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.   | E                               | I R   |
| <b>Promote good progress and outcomes by students</b>   |                                 |   |
| Be accountable for students' attainment, progress and outcomes.   | E                               | L I   |
| Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.  | E                               | L I   |
| Guide students to reflect on the progress they have made and their emerging needs.  | E                               | I   |
| Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.   | E                               | I   |
| <b>Demonstrate good subject and curriculum knowledge</b>  |                                 |   |
| Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.                                       | E                               | L I   |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.   | E                               | L I   |
| Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject . | E                               | I   |

| Teachers' Standards   | Essential/<br>Desirable | Evidenced<br>(Letter, Interview,<br>Reference) |
|---|-------------------------|--|
| <b>Plan and teach well-structured lessons</b>   |                         |  |
| Impart knowledge and develop understanding through effective use of lesson time .   | E                       | I  |
| Promote a love of learning and children's intellectual curiosity.   | E                       | I  |
| Set home-learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.  | E                       | L  |
| Reflect systematically on the effectiveness of lessons and approaches to teaching.  | E                       | L  |
| Contribute to the design and provision of an engaging curriculum within the relevant subject area.  | E                       | L  |
| <b>Adapt teaching to respond to the strengths and needs of all students</b>   |                         |  |
| Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.  | E                       | I  |
| Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.   | E                       | I  |
| Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.                              | E                       | I  |
| <b>Make accurate and productive use of assessment</b>   |                         |  |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.   | E                       | L I  |
| Make use of formative and summative assessment to secure students' progress.  | E                       | I  |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons.  | E                       | L  |
| <b>Manage behaviour effectively to ensure a good and safe learning environment</b>  |                         |  |
| Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. | E                       | I  |
| Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.  | E                       | L I  |
| Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them .   | E                       | L I  |
| Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.   | E                       | I  |

| Teachers' Standards   | Essential/<br>Desirable    | Evidenced<br>(Letter, Interview,<br>Reference) |
|---|----------------------------|--|
| <b>Fulfil wider professional responsibilities</b>   |                            |  |
| Make a positive contribution to the wider life and ethos of the school.   | E                          | L  |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.  | E                          | L  |
| Deploy support staff effectively.   | E                          | I  |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.   | E                          | R  |
| Communicate effectively with parents with regard to students' achievements and wellbeing.   | E                          | R  |
| <b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b>  |                            |  |
| <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>◇ treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.</li> <li>◇ having regard for the need to safeguard students' well-being, in accordance with statutory provisions.</li> <li>◇ showing tolerance of and respect for the rights of others.</li> <li>◇ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</li> <li>◇ ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul> | <p>E</p> <p>E</p> <p>E</p> | <p>L I</p> <p>L I</p> <p>L I</p>               |
| <b>Upper Pay Range Standards (if applicable)</b>  |                            |  |
| Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.  | E                          | L I  |
| Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.  | E                          | L I  |
| Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge   | E                          | L I  |

| Teachers' Standards  | Essential/<br>Desirable | Evidenced<br>(Letter, Interview,<br>Reference) |
|--|-------------------------|--|
| <b>Upper Pay Range Standards (if applicable) continued...</b>  |                         |  |
| Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. | E                       | L I  |
| Be flexible, creative and adept at designing learning sequences within lessons, which integrate recent developments.   | E                       | L I  |
| Have extensive knowledge of how to use a range of teaching, learning and behaviour strategies, including how to personalise learning.                                  | E                       | L I  |
| Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.             | E                       | L I  |
| Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.              | E                       | L I  |
| Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.                            | E                       | L I  |
| Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. | E                       | L I  |
| Have extensive knowledge of the assessment requirements and arrangements for curriculum areas.   | E                       | I  |
| Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.           | E                       | L I  |
| Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.      | E                       | L I  |
| Promote collaboration and work effectively as a team member.   | E                       | L I  |



# How to Apply

To find out more information about Millfield please look at our new school website. If you would like a tour of the school, with the Headteacher, please contact her PA.

All job details and an application form are available to view and download from the school website under the vacancies section, TES online, LCC vacancies online, or an application pack can also be posted or emailed to you by contacting Mrs Hall, the Headteacher's PA, on 01253 865929 or [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)

**Candidates should write a supporting statement to the Headteacher, which should be no more than two sides in size 12 Arial font.**

**The Lancashire Application Form must also be fully completed, ensuring there are no gaps in your career history.** In the references section of the application form, please clearly give details of two referees. References from employers are preferred, one of which should be your current employer. Please also include an email address for each of your referees. An excellent attendance record is essential. We will contact your current employer for attendance information if we make you a conditional offer of employment. An offer of employment will also be conditional on satisfactory medical clearance. The successful candidate will be asked to complete a confidential online medical questionnaire for submission to Occupational Health.

**Closing date for applications: 24th March 2025, 9am**

**Interviews: 3rd April 2025**

## **Child Protection and Safeguarding**

At Millfield, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction.

Please note that in line with Keeping Children Safe in Education 2023, an online search will be carried out as part of our due diligence on shortlisted candidates.

## **GDPR and Data Protection**

The post holder is expected to comply with the provisions of the Data Protection Act (GDPR) 2018.

## **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

# PE Department Structure



SLT link to department

Head of PE

Second in PE/Head of Boys' PE

PE Teachers





# OFSTED:

*"Staff morale is high."*

*"Students are well prepared for the next stage of their education."*

*"Relationships between staff and students are positive."*

*"Teachers use questioning effectively to target students of different abilities and to probe and deepen students' understanding."*

*"You provide a strong vision and have developed a sense of teamwork among staff and students."*

*"My children are supported in their learning and are encouraged to reach their full potential."*

*"The curriculum is well-matched to the aspirations and interests of students, and they are increasingly successful as a result."*

*"Your ongoing focus on raising aspirations has ensured that students' outcomes have continued to improve."*

*"Students say that they feel safe and well looked after in school."*

*"Students are polite, courteous and welcoming."*

*"Students behave well in lessons, at breaktimes and around the school."*

*"Students enjoy coming to school."*



**MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE**

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