



Hazel Wood
High School



Teacher of PE (with Pastoral Leadership responsibilities)

Candidate Pack



Part of the

Oak



Learning Partnership

Teacher of PE (with Pastoral Leadership responsibilities)

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

I am immensely proud of our most recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching, and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.



Teacher of PE (with Pastoral Leadership responsibilities)

Welcome from the Headteacher

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we are seeking to appoint an exceptional Teacher of PE (with Pastoral Leadership responsibilities) to help us continue this work.

You will be an outstanding Teacher of PE who is well-qualified, hardworking, and enthusiastic and who is capable of making a strong contribution to our rapidly improving school. You will possess significant pastoral experience to lead on the design and implementation of the pastoral provision at our school. You will be a highly effective line manager, an excellent decision maker, and someone who is resilient and confident leading meetings with parents/carers. You will lead in the successful learning and participation in education activities to help students overcome barriers that are preventing them from achieving their full potential. You will secure pupils' physical and emotional well-being whilst encouraging their independence and raising their self-esteem.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing **enquiries@hazelwood.oaklp.co.uk** to arrange an appointment.

I encourage you to visit our website to discover more about our values, ethos, and the amazing work we do at Hazel Wood. **www.hazelwoodhigh.co.uk**

We ask that you do not send CV's, please complete and send your application form and a personal statement to hr@oaklp.co.uk

I hope that when you have read the information enclosed, you will be encouraged to apply for this important post. We look forward to receiving your application.

Paul Greenhalgh
Headteacher at Hazel Wood High School





"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

**Ofsted Report,
March 2023.**

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk

James F-Smith

James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk





“Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers’ consistent application of leaders’ behaviour policy means that learning is rarely disrupted by poor behaviour”.

Ofsted Report,
March 2023.

Teacher of PE (with Pastoral Leadership responsibilities)

Salary: Leadership Scale L1 - 6, actual salary £49,781 - £56,316

Hours: 1265 hours per annum worked as per the Teachers Pay and Conditions

Closing Date: 9.00am, Monday 6th January 2025

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards trust wide projects.

Normal working hours: 1265 hours per annum worked as per the Teachers Pay and Conditions

Responsible to: Senior Leadership Team

PURPOSE OF THE POST – PASTORAL LEADERSHIP

- To strategically lead the direction and development of the quality of education provided to students in a specific phase of learning in accordance with the aims and objectives of the school.
- To lead and manage the pastoral care and behaviour management systems within the school, ensuring a safe, supportive, and inclusive environment that promotes the well-being and academic progress of all pupils.
- To raise standards of student attainment and achievement at the specified phase of learning by:
 - Monitoring student attainment, standards and progress, and putting intervention strategies in place where needed to ensure excellent student progress.
 - Working with the team of Directors to ensure the provision of an appropriately relevant and differentiated curriculum experience for all students.
 - Ensuring that policies relating to behaviour for learning are consistently implemented, monitored and evaluated.
 - Bringing together pastoral and academic knowledge of students in order to deliver the best education for students.
 - Raising students' aspirations and ensuring quality information advice and guidance for all.
 - Implementing effective transition strategies for students between phases of learning.
- To effectively evaluate the impact of strategies used to raise student attainment and achievement. As well as strategically plan for improvement by managing and deploying all financial and physical resources.

PURPOSE OF THE POST – TEACHER OF PE

- To implement the aims and objectives of the school.
- To undertake such duties and administrative tasks as may be reasonably directed by the Headteacher.
- To participate in and contribute to, appropriate CPD provided by the school and the trust.

- To assume a reasonable proportion of the corporate responsibility for the behaviour, supervision and safety of pupils whilst on school premises and/or on official out-of-school activities. In particular, to carry out a share of supervisory duties in accordance with published rosters.
- To contribute to broader aspects of school life as opportunity and situations make relevant.
- To participate in appropriate meetings with colleagues and parents as relative to the above duties.

DUTIES AND RESPONSIBILITIES – PASTORAL LEADERSHIP

Behaviour Management:

- Develop and implement effective behaviour policies and systems.
- Monitor and manage pupil behaviour, ensuring consistent application of the school's behaviour policy.
- Address behavioural issues promptly and effectively, liaising with parents and external agencies as necessary.
- Oversee internal exclusions, detentions, and alternative provisions.

Pupil Progress:

- Track and monitor pupil progress, identifying barriers to learning and implementing strategies to overcome them.
- Work closely with teachers and subject leaders to support pupils' academic development.
- Provide targeted interventions for pupils at risk of underachievement.
- To strategically plan for future improvements, and engagement in the specified phase of learning provision.
- To actively monitor and respond to pastoral curriculum development and initiatives at national, regional and local levels.
- To lead the development of appropriate resources, as well as learning and teaching strategies in the pastoral area.
- To support the work of the Director of Personal Development and Wellbeing, promoting student leadership, community engagement and the school's approach to student wellbeing.
- To produce reports on examination performance, including the use of progress data.

Pastoral Care:

- Lead the pastoral team in providing high-quality care and support to pupils.
- Ensure the well-being of all pupils, addressing any safeguarding concerns in collaboration with the Designated Safeguarding Lead.
- Develop and maintain strong relationships with pupils, parents, and carers, ensuring open communication and support.

Attendance and Punctuality:

- Monitor pupil attendance and punctuality, implementing strategies to improve these where necessary.
- Liaise with the attendance officer and other relevant staff to address attendance issues.

Staff Development:

- Provide training and support to staff on behaviour management and pastoral care.
- Model excellent pastoral leadership and promote a positive school culture.

- To lead a team of Pastoral Year Leaders, with accountability for staff performance.

Communication and Liaison:

- Maintain regular contact with parents, carers, and external agencies to support pupil well-being and progress.
- Report regularly to the SLT on pastoral and behavioural issues.
- To lead the development of effective pastoral links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- To actively promote the development of effective pastoral links with external agencies.

DUTIES AND RESPONSIBILITIES – TEACHER OF PE

- To plan and prepare lessons in accordance with departmental schemes of work.
- To teach PE to appropriate levels through KS3 to GCSE level, to set homework and mark work arising there from.
- To maintain high standards of pupil behaviour and good order within the classroom and around the school and pursue appropriate action when pupils fail to respond.
- To contribute to the planning, preparation, delivery and recording of the curriculum in PE, reflecting the department's commitment to effective teaching and learning.
- To carry out assessments and complete pupil records, reports, profiles, etc. according to school and departmental policy.
- To attend Parents' Evenings and other meetings relevant to the role, as required.
- To take part, when relevant, in external requirements for the preparation of pupils for public examination, e.g., assessment and recording of work, supervision of examinations or related systems of assessment.

Teacher of PE (with Pastoral Leadership responsibilities) Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • Education to degree level or equivalent. • Relevant QTS. • Accountability for the performance of a significant cohort of young people. • Experience of taking accountability for the success of an initiative. • Leadership of a community project or an area of school development. • Experience of raising standards and performance of a significant cohort of young people. • An excellent track record of recent, relevant professional development. • A continued commitment to personal development. 	<ul style="list-style-type: none"> • Innovative use of resources. • Working with young people and inner-city communities. • Excellent classroom practitioner who is passionate about teaching. • Recent and relevant experience of working successfully within a school or LA. Some experience of supporting and developing staff. 	
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • The principles and characteristics of effective academies. • Innovative approaches to working with students, parents, staff and the local community. • The principles and practices of strategic and operational planning and delivery. • Effective review and evaluation procedures. • The application of ICT to effective management. • Ability to work collaboratively within a school. • High level people skills including communication, interpersonal and intrapersonal skills. • Ability to work under own initiative, to identify work priorities and manage own work to meet targets and deadlines. • Ability to establish positive beneficial relationships with staff and students. • Ability to monitor and evaluate student achievement and report results. • Ability to use formative and summative assessment for progress and development. • Be an honest and open person. 	<ul style="list-style-type: none"> • Different methods of consulting with stakeholders • Community/voluntary/ parent/partner agency links • Strategies for ensuring equal opportunities for staff, students and other stakeholders. 	

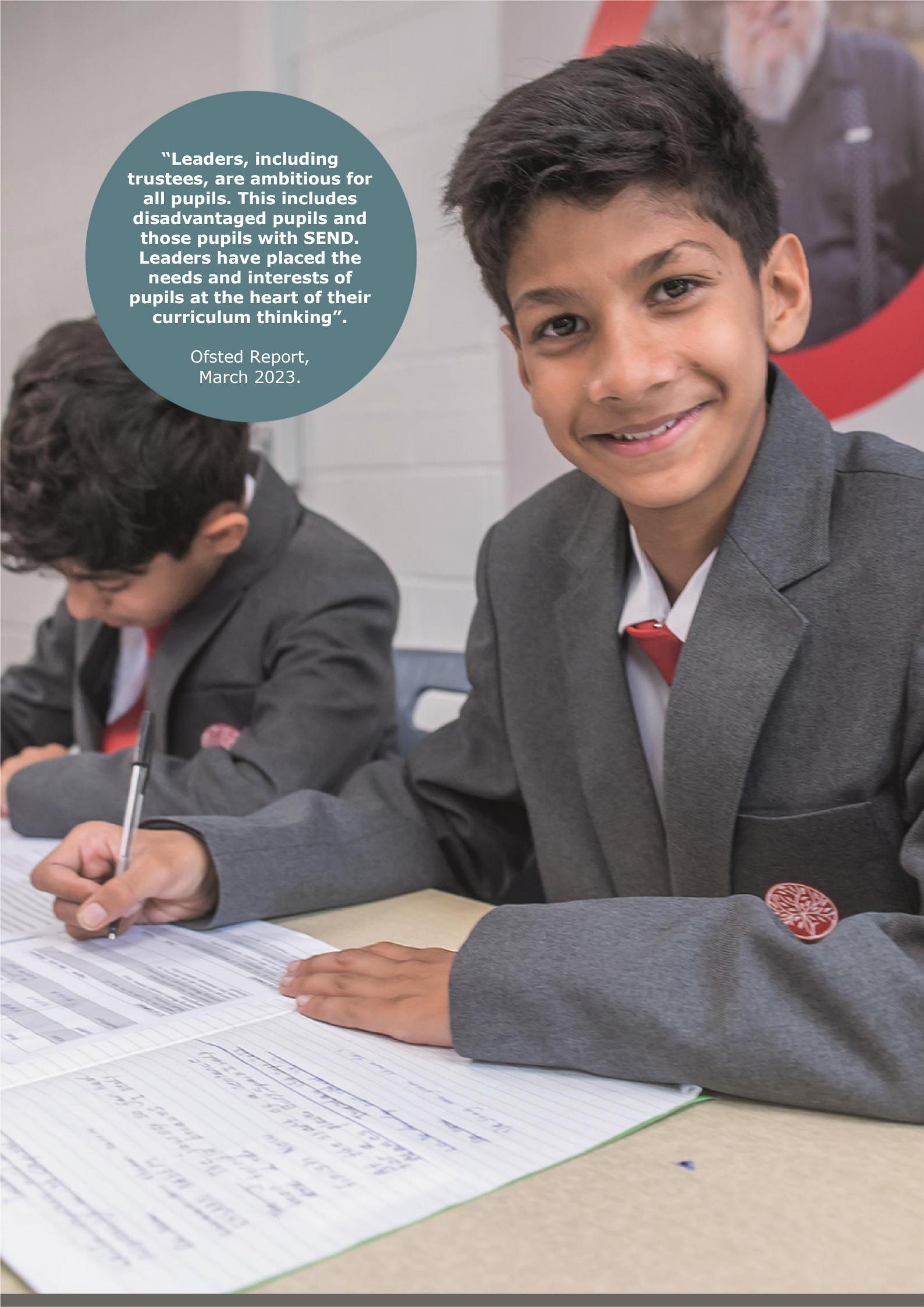
<ul style="list-style-type: none"> • You must be receptive to change. • Creative, reflective and analytical. • Be aware of the importance of work/life balance. • Go the extra mile. 	
CRITERIA	<p>Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:</p>
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> • Work effectively both as a leader and as a member of a team. • Initiate, lead and manage change. • Highly efficient at prioritising, planning and organizing. • Able to direct and co-ordinate the work of others. • Set high standards and provide a role model for students and staff. • Deal sensitively with people and resolve conflicts. • Seek advice and support when necessary. • Prioritise and manage own time effectively. • Work under pressure and to deadlines. • Communicate the vision of the academy in relation to the development of the local community. • Negotiate and consult fairly and effectively. • Build relationships with key stakeholders. • Ability to communicate to a range of audiences. • Host chair meetings effectively. • Communicate effectively orally and in writing to a range of audiences. • Make decisions based on analysis, interpretation and understanding of relevant data and information. • Demonstrate good judgement. • A commitment to inclusive education. • Empathy in relation to the needs of the academy and the local community. • Ability to inspire confidence in staff, students, parents and others. • Adaptability to changing circumstances / new ideas. • A commitment to an open and collaborative style of management. • Must be able to show evidence of a strong commitment to: <ul style="list-style-type: none"> • Experience and understanding of the skills and knowledge of PE for KS3 and requirements at KS4. • Knowledge and understanding of GCSE and vocational qualifications 	<ul style="list-style-type: none"> • Liaise effectively with other organisations and agencies. • Develop, maintain and use an effective network of contacts. • Think creatively and imaginatively to anticipate, identify and solve problems. • Vision, imagination and creativity. • Evident enjoyment in working with young people and their families.

and their suitability for groups of students.

- To have a practical pedagogy which gives students opportunities to create, perform and evaluate.
- To have good subject knowledge.
- To be prepared to adapt the curriculum at KS4.
- Clear understanding and commitment to equalities, inclusion and access issues.
- Genuine commitment to young person participation in evaluation and decision-making.
- Safeguarding of children and young people.

“Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking”.

Ofsted Report,
March 2023.





Hazel Wood
High School

Hazel Wood High School

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