



**Buile Hill
Academy**

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Teacher of PSHE



**Consilium
Academies**

Enriching Lives, Inspiring Ambitions

Welcome from the Interim Headteacher

Dear Candidate

Thank you for showing an interest in this position at Buile Hill Academy, part of Consilium Academies.

Buile Hill Academy is an 11-16 inclusive secondary school that serves a diverse cohort of students from the Salford area. As headteacher, I am privileged to work with a truly dedicated staff team who are driven to ensure that each student in our care has access to the highest quality of education and wider support to ensure that they succeed in their futures. Our students here are truly remarkable and it is my honour and privilege to be able to lead a team that are so devoted to working with them each day.

Our vision here at Buile is to ensure that every child is in receipt of five excellent lessons a day that help to accelerate their academic progress, foster a lifelong love of learning and spark curiosity and opportunities for personal development that empower them as young people. Our staff are committed to engaging in regular professional development and are reflective about how we are improving as a school.

As a school, we recognise that we are on a journey to securing improvements for our students and that each day is an opportunity to continue to improve how we deliver for our students.

As a prospective candidate for our staff team, we are looking for colleagues to join us that are devoted to supporting young people to succeed in their futures, committed to being reflective and maintain high standards of themselves and others as we all work together to continue to improve our school. We have a fantastic community of staff and students and as we continue to grow our team of staff, it is vital that we attract people who are prepared to work hard, reflect and learn and are ultimately here for our students.

This is an exciting time to join Buile Hill Academy and we thank you for your interest in joining us. We are looking for a candidate with energy and commitment to ensure the highest of standards are met by all students in our all-inclusive school.

I look forward to hearing from you.

Kind regards

Farihah Alam
Interim Headteacher

About our Academy

Buile Hill Academy is an 11 – 16, co-educational, fully comprehensive community school, serving the inner city community of Salford. We became part of Consilium Academies in 2016, a multi-academy trust that shares our commitment to inclusive education and the development of children as rounded individuals. In our recent Ofsted the school was praised for its inclusivity and both Leadership & Management and Teaching, Learning & Assessment were rated as good.

The staff at Buile Hill Academy are a dynamic team of professionals, all of whom are committed to providing high quality provision for all our students. Serving over 800 students in Years 7-11, we aim to provide an inclusive and purposeful learning environment and ultimately serve our local community.

Here at Buile Hill, we value all members of the school community as individuals. As a member of staff, you will be supported in your own professional development and career aspirations and ensure that you are able to develop to perform your role to the highest of standards. We recognise that all professionals, at every stage of their career deserve the opportunity to continue learning and growing.

Our students deserve the best quality of provision, both in and out of the classroom. Our vision is to provide an excellent education for every student and that every student will set themselves the highest standards, aiming to reach their greatest potential, becoming responsible, independent and self-motivated.

Through consistent support and strong relationships our students build resilience, which enables children to make a positive contribution to their community, both locally and beyond.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Interim Chief Executive, Tracey Greenough. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 34 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Vivup. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent CPD offer for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

About the Role

Job Title: Teacher of PSHE

Start date: To be agreed

Contract: Permanent

Salary: MPS/UPS

Are you passionate about PSHE and determined to make a real difference? We are seeking to appoint a committed and inspirational Teacher of PSHE who is able to obtain the best outcomes for their pupils.

We are looking for someone who is passionate about their subject and determined to impart knowledge, skills and understanding to all our young people, whilst exciting and engaging them in their learning. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

We are looking for:

- An inclusive individual, with high expectations of their students, who is committed to maximising rates of progress and has innovative ideas to support all pupils
- Someone with a sense of humour, who understands the importance of developing a positive culture in our organisation.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Nicola Birchall at Nicola.birchall1@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 30th September 2023

Interviews will take place on a date TBC

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

In accordance with our statutory obligations under Keeping Children Safe in Education Consilium Academies is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Consilium Academies might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Teacher of PSHE
Reports to:	Head of Department
Based at:	Buile Hill Academy
Grade:	MPS/UPS

Main purpose of the Role

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support students' academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.

Core Responsibilities & Tasks

Main Duties

- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To plan their teaching to achieve maximum progression in pupils' learning
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through the development of positive and productive relationships
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written, verbal and diagnostic feedback as required following school policies to maximise pupils' progress.
- To evaluate their own teaching critically and to use this to improve their effectiveness

Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to whole school planning activities.

- To assist the department and whole school in ensuring a range of teaching is provided for students, which complements the school's strategic objectives.

Curriculum Development

- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communication and Liaison

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To contribute to the development of effective subject links with external agencies.

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

School Ethos and Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.



Person Specification

Qualifications and CPD	Essential	Desirable
Qualified Teacher Status; degree level or higher	X	
Honours Degree	X	
Awareness of current GCSE syllabus development		X
Experience, Knowledge and Skills	Essential	Desirable
Able to enthuse, motivate and discipline students	X	
Experience of teaching across the full age and ability range of an 11-16 school	X	
Ability to teach to KS3 and GCSE	X	
To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them	X	
Enthusiasm to inspire in students a desire to learn and participate	X	
Ability to have the vision to plan ahead and to get things done	X	
Efficient manager and administrator	X	
Good, up-to-date, subject knowledge and skills	X	
Full working knowledge of the National Curriculum requirements for English	X	
To be able to work as a member of a team	X	
To be able to work effectively with pupils, staff, parents and members of the community	X	
To make a significant contribution to extra-curricular clubs	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
To be able to assist in the planning and organisation of school trips/visits		X
Personal Attributes	Essential	Desirable
Suitability to work with young children	X	
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviours	X	
Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	X	