

# Briefing Pack for Applicants Teacher of RPE / PSHCE



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

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## **Section 1: Post Advertisement**

**Post: Teacher of RPE (Religion, Philosophy and Ethics) and PSHCE (Personal, Social, Health, Citizenship, Careers & Economic Education)**

**Location: Ecclesfield School**

**Pay scale: Teachers' Pay Scale, MPR/UPR**

**Contract: Full-time, Permanent**

**Start date: September 2024**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Working at Ecclesfield provides an exciting opportunity to join an experienced, supportive RPE / PSHCE team and to help to continue to develop our curriculum as we expand as a specialist department.

Applications are welcome from colleagues with the knowledge, experience, and passion to help to drive our RPE / PSHCE provision forward.

The successful candidate will:

- Have experience of teaching RPE and/or PSHCE.
- Attend and engage in subject specific CPD.
- Contribute to curriculum development.
- Support whole school events to promote RPE and PSHCE across school and our community.
- Have high expectations of all students at all times.
- Engage in the life of the school, support the Trust and school mission and ethos, and encourage staff and students to follow this example.
- Champion RPE and PSHCE as part of Personal Development across the school.

Candidates are encouraged to have an informal discussion about the role with the Headteacher. Arrangements for this can be made by contacting Mrs Joanna Revill, Headteacher's PA, via e-mail [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

**Closing Date is 9am on Friday 12 April 2024 and interviews will take place during the week commencing 15 April 2024.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Statutory

Information – Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Mrs Revill via [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk). The application form and information pack is available on the school website [www.ecclesfield-school.com](http://www.ecclesfield-school.com) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 students. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our students then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in 2014 and in 2017 joined a Multi Academy Trust. The school was inspected in the summer term of 2022, moving from 'Special Measures' to 'Good, and is fully committed to driving itself forward, whilst celebrating the success of the recent OFSTED inspection result, and continuing to deliver the school's mission to provide outstanding education for all students, staff and stakeholders within the Trust.

Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures, and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear wellbeing principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application,



Richard Walkden  
**Headteacher**

## **Section 4: About Ecclesfield School**

### **OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

### **ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school recently received a 'Good' Ofsted inspection and results in Summer of 2022 were hugely positive.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Attainment on entry to KS3 is broadly average. 30% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties.

The Senior Leadership Team is comprised of nine colleagues – the Headteacher, two Deputy Headteachers and six Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has a distributed leadership model in which leaders at all levels take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity, and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing good practice internally and driving standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system and as such are attached to a form group. Student leadership in the school is well advanced. We have a newly established Junior Leadership Team to enable students to take on additional responsibility and shape their school with leaders.

Ecclesfield is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, supported by a member of the leadership group. The governors take on 'link' roles and work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a week of work experience for all Year 10 students. Many curriculum areas organise trips and visits; these include trips to local museums, field trips, visits to/from theatre groups and curriculum-related visits to sites around the country and beyond.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, RPE, PSHCE, Drama, Computer Science, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths and English, all subjects are taught for the year in mixed-prior attainment teaching groups.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RPE and PE with three further option subjects available. These include Art, Photography, Engineering, Hospitality and Catering, Health and Social Care, Business, Drama, Computer Science, Music, PE, Sport Science and Religious Studies. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators show attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. Current enrichment opportunities at lunchtime and after-school clubs include a range of over 100 activities which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing arts, there are a host of creative opportunities for students to take part in from music lessons and art to our fabulous school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and on occasion, national success. There is a strong programme of residential visits and trips abroad.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they ECTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff can thrive. Our strategic vision is to move this school forward by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

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

Further information about the school including access to the full Ofsted Report can be found on our website: <https://ecclesfield-school.com/news-article/2022-07-11/>

## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Teacher of RPE (Religion, Philosophy and Ethics) and PSHCE (Personal, Social, Health, Citizenship, Careers & Economic Education)
<b>GRADE/SALARY</b>	Teachers' Pay Scale, MPR/UPR
<b>HOURS/WEEKS</b>	Full-time
<b>LOCATION</b>	Ecclesfield School
<b>RESPONSIBLE TO</b>	Curriculum Leader of RPE / PSHCE
<b>RESPONSIBLE FOR</b>	The provision of a full learning experience and support for students.
<b>PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"><li>• To teach RPE and PSHCE across the school</li><li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students.</li><li>• To monitor and support the overall progress and development of students as a teacher and form group tutor.</li><li>• To contribute to raising standards of student achievement and attainment.</li><li>• To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.</li><li>• To support leaders in driving Personal Development across the school.</li></ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Degree in related subject</li></ul>

**JOB DESCRIPTION FOR THE POST OF:**

Teacher of RPE (Religion, Philosophy and Ethics) and PSHCE (Personal, Social, Health, Citizenship, Careers & Economic Education)

**SPECIFIC DUTIES AND RESPONSIBILITIES**

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

**MAIN DUTIES**

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

In fulfilling the requirements of the post, you will demonstrate the essential professional characteristics that are outlined in the current School Teachers Pay and Conditions Document.

**Planning, Development and Co-ordination**

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

### **Monitoring and assessment**

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record student progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on student attainment to parents, carers, other professionals and students as appropriate.

### **Teaching and Class Management**

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy.

- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.
- To be a Form Tutor when required to an assigned group of students, promote the general progress and wellbeing of individual students and of the Form Tutor Group as a whole.
- To support the whole school enrichment programme.

## **SAFEGUARDING**

To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.
- To liaise with other appropriate colleagues to ensure that authorised RPE/PSHCE activities both on and off the premises meet all health and safety requirements.
- To develop and support partnerships with parents e.g. ensuring appropriate and early contact and liaison, facilitating parental support and involvement, reinforcing school expectations, homework policy and examination requirements.
- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To act as a role model of good practice for other teachers within the department and across the school e.g. in professional conduct, in teaching and learning, in management of student behaviour, in relationship with colleagues both in and outside of school etc.
- To lead or contribute towards additional tasks or strategies related to the School Development Plan and school improvement as agreed with the LT Line Manager e.g.

leading or participating in a Working Group, reviewing/creating policies and procedures, leading or contributing to in-school CPD activities.

- To participate in school quality assurance procedures e.g. lesson observations.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 5: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Teacher of RPE (Religion, Philosophy and Ethics) and PSHCE (Personal, Social, Health, Citizenship, Careers & Economic Education)**

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS</b>	
Qualified Teacher Status	AF
Degree in related subject	AF
<b>KNOWLEDGE AND EXPERIENCE</b>	
Recent teaching of RPE and/or PSHCE (or relevant subjects)	AF/I/R
Experience of raising standards for students of all abilities	AF/I/R
Experience of leading or contributing towards a successful department or whole school initiative	AF/I/R
A good understanding of strategies to raise student attainment at all levels	AF/I
Knowledge and understanding of the contribution their subject specialism(s) make to meeting the present/future needs of young people	AF/I
<b>SKILLS</b>	
A range of effective behaviour management techniques	AF/I/R
Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s	AF/I
Capacity to motivate, inspire and challenge young people and colleagues	AF/I/R
Ability to interpret performance data for classes taught	AF/I
Ability to effectively use ICT in the classroom	AF/I/R
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to continuing professional development	AF/I
Willingness to actively participate in professional learning	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
<b>QUALITIES AND ATTRIBUTES</b>	
High expectations of self	AF/I
The ability to act on advice and be open to coaching	AF/I
The ability to motivate others	AF/I
The ability to remain calm and diffuse situations	AF/I
A commitment to support the Trust and the school's aims, vision and ethos	AF/I

Adaptability and resilience, with the ability to cope with periods of work pressure with a sense of proportion	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students	AF/I
A willingness to contribute to the wider life of the school	AF/I
<b>WORK RELATED CIRCUMSTANCES</b>	
Ability to manage working hours flexibly to meet the demands of the role	AF/I
Willingness and ability to travel to other work locations within the Trust and other venues.	AF/I
Demonstrate a positive team approach to work	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 6: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

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

### 3. Present Appointment

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

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

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

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

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

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be forwarded to [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

## **Section 7: Visitors to Ecclesfield School**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

#### ***By Train***

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

### **Approaching from Sheffield**

#### ***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left-hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left-hand side of this road at the top of the hill, about 400 meters travel.

#### ***By Train***

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right-hand side of this road at the top of the hill, about half a mile from the center of Chapelton.