



Astrea Academy Trust

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

INSPIRING BEYOND MEASURE

HEAD OF PHSCE & RE

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Year 11, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by LemoV's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by LemoV's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Kathryn Haughian - kathryn.haughian@astreawoodfields.org - to arrange a visit or to find out more about the role.

Yours sincerely,

David Scales

Principal - Astrea Academy Woodfields

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TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Job Description

JOB TITLE:
Head of PHSCE & RE

REPORTING TO:
Principal and SLT Line Manager

SALARY RANGE:
£31,957 to £50,062 + TLR 2D
MPS / UPS & £5,659

CONTRACT TYPE:
Permanent

WORKING PATTERN:
In line with Teachers Pay & Conditions

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Person Specification

Purpose

Heads of PHSCE & RE in collaboration with others, are accountable for the standards of attainment and progress of students, the quality and delivery of the curriculum and the professional performance of the staff they line manage.

Main Duties and Responsibilities

Knowledge and Understanding

Head of PHSCE & RE will have knowledge and understanding of:

- The academy's aims, priorities, targets and action plans.
- The relationship of the subject to the curriculum as a whole.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning and liaising with the SEN department.

Planning and Setting Expectations

Head of PHSCE & RE will:

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Establish, with the involvement of relevant staff, short, medium and long term School Improvement Plans for the development and resourcing of the subject, which contribute to whole academy aims, policies and practices including those in relation to behaviour, equal opportunities, training and development.
- Identify realistic and challenging targets for improvement based on a range of comparative information and evidence, including the attainment of students.
- Ensure that all those responsible for putting plans in to action, understand the targets, the timescales and criteria for success.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Ensure that academy routines are adhered to by staff and that deadlines are met by all.

Leadership of Teaching & Learning

Head of PHSCE & RE will ensure:

- Appropriate curriculum coverage and homework, continuity and progression in the subject for all students, including those of high ability and those with special educational, or linguistic needs.
- That curriculum coverage also effectively develops students' literacy, numeracy and ICT skills and contributes to students' understanding of Spiritual, Moral, Social and Cultural (SMSC) responsibilities as citizens in modern Britain and upholds the British Values.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- That work is set and classes organised when subject area staff are absent; setting work and organising classes in emergencies.
- That they take a lead role in the management of student behaviour in the curriculum area.
- That teachers apply the academy and curriculum area management of student behaviour policies.

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Person Specification

Managing Own Performance & Development

Heads of PHSCE & RE will:

- Take a proactive approach to professional development and to participate in training opportunities, and other learning activities as required including participation in the academy's Appraisal and Probationary procedures.
- Attend and actively participate in regular team and academy meetings.
- Prioritise and manage own time effectively to balance all the demands made in this role.
- Strive to achieve challenging professional goals.
- Be a self-critical and reflective practitioner.

Leading & Liaising with Staff & Other Adults / Agencies

Heads of PHSCE & RE will:

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities, delegating tasks, evaluating practice; and developing an acceptance on accountability.
- Implement and lead where appropriate the academy policies on Probation, Appraisal and Capability to develop the personal and professional effectiveness of teachers.
- Lead professional development through example and support and coordinate the provision of high quality professional development by methods such as coaching and drawing on other sources of expertise as necessary.
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status and academy expectations.
- Advise and be fully involved in the process of appointing new staff to the subject area.
- Develop and implement a range of strategies to monitor teaching and learning.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop opportunities for effective links with outside learning experiences within the subject area, for example, fieldwork, speakers, industrial visits to enhance teaching and develop the students' wider understanding.
- Communicate effectively, orally and in writing with senior leaders, parents, governors and appropriate agencies.

Managing Resources

Head of PHSCE & RE will:

- Establish staff and resource needs and advise senior leaders of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the academy and subject plans and achieve value for money.
- Deploy, or advise senior leaders on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- Maintain and ensure the efficient use of existing resources, ensuring all members of the subject area are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the academy.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Leadership of Teaching & Learning

Head of PHSCE & RE will:

- Uphold the Trust's ethos and expectations of professional standards as exemplified in the Staff Code of Conduct and Teachers' Standards.
- Be aware of and comply with all academy and Trust policies and procedures, especially those relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. meet the needs of the subject and of different students.
- Ensure that the Principal, senior leaders and Trustees are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- Be innovative in all aspects of the role - to find more efficient/effective ways of undertaking activities, provision of teaching and learning within the curriculum; to make cost savings; find solutions for difficulties faced by students, challenges and change, etc. That teachers apply the academy and curriculum area management of student behaviour policies.
- Contribute to the development of academy policy and oversee its implementation.
- Work collaboratively with other curriculum and subject leaders to maximize student outcomes and to develop the policies and practices of the academy.
- Undertake other duties and responsibilities as required from time to time commensurate with the grade of the post

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Person Specification

Experience

- Expertise in the teaching of PHSCE & RE including evidence of excellence in own work as practitioner
- Experience of managing a team successfully, or a willingness to undertake training in this area
- Experience of monitoring and evaluating aspects of teaching and learning and/or performance management
- Evidence of a commitment to self-improvement as a professional
- Evidence of active cross curricular input and involvement is desirable
- Involvement in sharing expertise through teacher trainee mentoring or in-service training is desirable.

Education and Qualification

- Qualified Teacher Status
- Good Honours Degree
- Further academic qualifications or management training for example National College
- Evidence of outstanding teaching
- Personal success in delivering strong academic outcomes across Key Stages 3 and 4.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy

Skills and Knowledge

- Excellent knowledge and understanding of current issues in PHSCE & RE
- The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome
- A thorough understanding of current educational issues
- The ability to manage change effectively
- Skills and understanding necessary to support and guide other teachers
- High level personal IT skills and the ability to use these effectively in a range of situations
- Ability to work under pressure and to deadlines
- High expectation of self and others
- Strong classroom management skills
- An understanding and commitment to the protection and safeguarding of children and young people
- Excellent organisational skills
- Ability to establish and maintain good relationships with students, teachers and parents
- Energy, imagination, loyalty and personal commitment
- Ability to formulate clear and effective mid and long term plans
- Expertise in value-added analysis and / or target setting is desirable
- Ability to inspire the trust, confidence and respect of pupils, staff and the community.

This is not exhaustive.

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

