



The Birley Academy
A L.E.A.D. Academy

Candidate Information Pack

Assistant Headteacher – Personal Development

The Birley Academy





Welcome from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offers.

Victoria Hall, Headteacher



About The Birley Academy

The Birley Academy is a popular secondary academy in the southeast of Sheffield. We have a modern building set on a pleasant campus with excellent facilities.

We believe that our students are entitled to nothing but the best and are fully committed to transforming the school into an exceptional place to learn.

We can offer you students who are keen to become their best selves; student who will make you remember why working in a school is so special; staff who are hardworking and who want the best for our school; a leadership team who are passionate and dedicated to making The Birley Academy brilliant and a supportive and aspirational Trust.

Our vision is simple: to ensure that we constantly challenge ourselves and our students to aspire to our very best, enjoying learning and being active members of the learning community. As part of the L.E.A.D. Academy Trust, we work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our students.



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



Assistant Headteacher – Personal Development

Location:	The Birley Academy
Salary:	L11-L15
Closing date:	15th June 2025
Start date:	January 2026 or sooner if possible
Line Manager:	Deputy Headteacher- Quality of Education

Job Purpose:

- To lead on the strategic and operational aspects of Personal Development across the Academy.
- To ensure that pupils have a rich and varied curriculum in PSHE and throughout the Personal Development strands of the taught and wider curricula.
- To demonstrate excellent classroom practice that results in high standards of learning and achievement for the pupils/students in your care.
- To work within the Senior Leadership Team establishing a culture that promotes excellence, equality and high expectations of all pupils/students and support our academy values of Kindness, Respect, Ambition, Courage and Integrity.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

Duties and Responsibilities:

Leadership and Management

- To work with the Deputy Headteacher Quality of Education and wider leadership team to shape and drive a high-quality offer across all year groups for PSHE and Personal Development.
- To oversee the CEIAG offer across the school, working with the careers lead to ensure a high quality provision for pupils of all demographics.
- To have oversight of and ensure a rich curriculum for PSHE across all year groups.
- To have oversight of and ensure a rich curriculum offer for personal development across all year groups.
- To lead on pupil transition.

Job Description



- To lead on student leadership and character education.
- To work with the Deputy Headteacher Pastoral and DSL to ensure the Personal Development offer reflects the contextual needs of the academy and community.
- To line manage staff as defined by the Headteacher and leadership structure.
- To work with extra-curricular leads in the academy to ensure that pupils of all demographics are able to participate in a rich wider curriculum offer.

Teaching and Learning

- Set high expectations for all pupils which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils so that they work hard in the academy and in completing tasks set for homework.

Promote good progress and outcomes

- Be accountable for all pupils attainment, progress and outcomes of assigned classes.
- Be aware of pupils capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils to develop study skills in order to learn more effectively and with increasing independence.

Demonstrate good subject and curriculum knowledge

- Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Job Description



Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages.
- Have a clear understanding of the needs of all pupils.
- Make accurate and productive use of assessment
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Behaviour and safety and Personal Development

- Manage behaviour effectively to ensure a purposeful, disruption-free and safe learning environment.
- Follow clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, following the framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Carry out duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils' spiritual, moral, social and cultural development.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.

Job Description

- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

Administration

- Register the attendance of and supervise pupils, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- Regularly review and reflect on the effectiveness of your teaching and assessment procedures and their impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

Resource Management

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

Influencing and Managing Relationships

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff.

Qualifications and Attainments	Essential criteria	Desirable criteria
	• Qualified teacher with Secondary QTS or recognised equivalent. • Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant).	• Experience leading pastoral systems within a school, e.g. Head of Year. • Experience in leading PSHE or personal development within a secondary school environment.
Skills and Knowledge	Essential criteria	Desirable criteria
	• Ability to strategically lead Personal Development and PSHE across the school. • Understanding of the Careers Mark and Gatsby Benchmark to support CEIAG across the academy. • Passion for delivering rich and exciting PD opportunities across all year groups. • Ability to create a stimulating and safe learning environment. • Ability to establish and maintain a purposeful working atmosphere. • Ability to implement sustainable change. • Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught. • Ability to assess and record the progress of pupils learning to inform next steps and monitor progress. • Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom.	• Ability to demonstrate current knowledge and understanding of national and local contextual and educational issues.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff.

Experience	Essential criteria	Desirable criteria
	• Experience of the wider requirements of Personal Development leadership within a school. • Expertise of both PSHE and PD requirements within a secondary school through previous roles held (e.g. Head of Year, Pastoral Lead). • Having experience of a level of leadership within a school setting, including pastoral or curriculum focus. • Demonstrable impact of leading sustainable change. • The use of Management Information Systems e.g. SIMS, SISRA, MyConcern, Class Charts.	• Leadership experience. • Experience of coaching colleagues to improve performance.
Personal Attributes	Essential criteria	
	• Approachability, enthusiasm and creativity Canlaugh and a good sense of humour! • Honesty and Integrity Discretion. • Patience, tolerance and flexibility. • Resilience Organisational skills. • Commitment to make a difference Demonstrable commitment to personal CPD.	
Additional Requirements	Essential criteria	Desirable criteria
	• This role is subject to an enhanced DBS. • May be required to travel to other Trust locations or third party services as part of the role.	• Hold a driving licence and have access to own vehicle.



How to apply

Closing date: Sunday 15th June 11.59pm
Interview date: We expect interviews to take place on 23rd and 24th June 2025
Contact email: hr@birleysecondaryacademy.co.uk
Contact number: 01142 392531

Please apply by visiting the vacancy page on our website, select the role and click on 'Apply now'
<https://www.birleysecondaryacademy.co.uk/vacancies/>

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email our Deputy Headteacher Quality of Education, Mrs Sarah Sleaford on SarahSleaford@birleysecondaryacademy.co.uk



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary
Academies



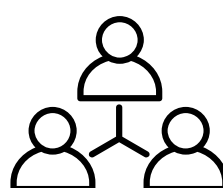
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Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



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A L.E.A.D. Academy

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