



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

Candidate Information Pack

Teacher of Citizenship and PHSE





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.



Teacher of Citizenship and PHSE

Location:	The Birley Academy
Salary:	MPS/UPS
Closing date:	7 th July 2025
Start date:	1st January 2026 or as soon as possible
Line Manager:	Assistant Headteacher- Personal Development

Job Purpose:

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils, and demonstrates our values of respect, kindness, integrity, ambition and courage.
- To demonstrate strong pedagogical practice and be dedicated to aligning to our classroom expectations.
- 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:

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.
- Promote excellent learning behaviours in the pupils so that they work hard in the academy and in completing tasks set for homework.

Job Description



Promote good progress and outcomes

- Be accountable for all pupils attainment, progress and outcomes assigned to them.
- 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

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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).

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

- 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, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Job Description



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 and live marking, and encourage pupils to respond to the feedback.

Behaviour and Safety and Personal Development

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and respectful behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy.
- Have high expectations of behaviour, and establish a 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.

Full and wider 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/carers 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.
- 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.

Job Description

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- 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 learners, 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 the effectiveness of your teaching and assessment procedures and its 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.

Job Description

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 and individually take responsibility for doing so.

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.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

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. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant) Qualified teacher with Secondary QTS in PSHE and Citizenship or a similar discipline (e.g. Law, Sociology, Psychology) 	

Skills and Knowledge	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Ability to create a stimulating and safe learning environment. Ability to establish and maintain a purposeful working atmosphere Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught Ability to assesses 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 teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers Ability to deploy a wide range of effective behaviour management strategies. Ability to contributes to a culture of collaborative working to develop professional practice. 	<ul style="list-style-type: none"> Ability to demonstrate current knowledge and understanding of national and local education 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. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> • The developmental, emotional, social and educational issues of children and young people • Awareness of the range of needs of children within the classroom • Keeping children safe <p>Proven experience:</p> <ul style="list-style-type: none"> • Experience within teaching environment at relevant age level • Recent experience in work with children and families 	<p>Proven experience:</p> <ul style="list-style-type: none"> • Management Information Systems e.g. SIMS, G4S, MyConcern
Personal Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> • Approachability, enthusiasm and creativity • Great sense of humour and energy • Honesty and Integrity • Strong work ethic • Patience, tolerance and sensitivity • Flexibility • Resilience • Organisational skills • Commitment to make a difference • Demonstrable commitment to personal CPD 	



How to apply

Closing date: Monday, 7th July 2025
Interview date: TBC (10th & 11th July 2025)
Contact email: hr@birleysecondaryacademy.co.uk
Contact number: 01142 392531

Visit our websites vacancy page to apply for this position.

<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



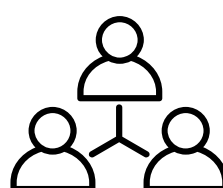
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Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



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A L.E.A.D. Academy

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