



Hazel Wood
High School



Head of PE Candidate Pack



Part of the

Oak 
Learning Partnership

Please visit our school website for further information.
<https://www.hazelwoodhigh.co.uk/>

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

I am immensely proud of our recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we thank you for reading through our application pack and considering us as the next step in your career.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing the HR Department at **recruitment@oaklp.co.uk** to arrange an appointment.

I hope that, when you have read the information enclosed, you will be encouraged to apply for this very important post. We look forward to receiving your application. Please visit our school website for further information.

<http://www.hazelwoodhigh.co.uk>

Paul Greenhalgh
Headteacher at Hazel Wood High School





"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

Ofsted Report 2023

Head of PE

Salary: Main Pay Scale – Upper Pay Scale plus TLR 2b, actual salary £35,353 - £51,878

Hours: 1265 hours per annum worked as per the Teachers Pay and Conditions

Closing Date: 9.00am, Monday 6th May 2024

Required for September 2024

The trust, on behalf of Hazel Wood High School, are seeking to appoint a well-qualified, hardworking and enthusiastic Head of PE who is capable of making a strong contribution to the faculty and PE curriculum. The school require a motivated professional who is eager to begin a higher-level leadership role and help build, develop and implement an inspiring and inclusive curriculum whilst working with other staff to provide the best possible education for pupils. You will be part of an excellent team and provided with extensive support that will enable you to develop to your full potential both in this role and beyond.

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

- A School with a strong will and determination to continue to improve.
- A School that has high expectations of all who work here.
- A School that places teaching and learning at the heart of school improvement.
- A School that is driven by strong values, invests in its staff and students and has a high regard for their welfare.
- A supportive and cooperative teaching staff who are committed to their roles.
- A School that works effectively with all stakeholders.
- A caring School where you can make a real difference to the lives of young people.

Our trust can offer you:

- An incredible opportunity to be part of an exceptional school and work with experienced and successful leaders.
- The chance to be part of a growing and forwarding thinking trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.
- Support with health and wellbeing via 'Medicash', a Health Cash Plan that is paid for by the trust and gives access to a range of helpful benefits. The trust also provides access to 'Welbee', a dedicated staff wellbeing improvement service.

How to Apply

Closing Date: 9:00am, Monday 6th May 2024

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to **equality** of **opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CV's, and applications are to be completed via our vacancy portal:

[Vacancies at Oak Learning Partnership \(oaklp.co.uk\)](https://oaklp.co.uk)





"Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers' consistent application of leaders' behaviour policy means that learning is rarely disrupted by poor behaviour".

Ofsted Report 2023

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Closing Date: 9.00am, Monday 6th May 2024

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards Trust wide projects.

Normal working hours: 1265 hours per annum worked as per the Teachers Pay and Conditions.

PURPOSE OF THE POST

- To assist the Headteacher in raising standards of student attainment and achievement within PE in line with national and school policies / priorities. This will include leading, developing and managing the quality of teaching; monitoring and supporting student progress to raise standards in the quality of learning and making strategic evaluations of teaching, learning, personnel, finance and premises issues in your curriculum area.
- To coordinate the delivery of PE across the curriculum and Key Stages and liaise with other members of the extended leadership / Senior Leadership Team where necessary, to ensure continuity and progression throughout the curriculum.

DUTIES AND RESPONSIBILITIES

Teaching and Learning

- To be responsible, in consultation with the Headteacher and in cooperation with colleagues and the Quality of Education Board (QEB), for the oversight and development of the faculty throughout the school developing a cohesive and effective long-term plan.
- Review, monitor and evaluate current practice and provide feedback to the Senior Leadership Team and the QEB.
- Formulate written guidelines and a policy to ensure that the delivery of PE is consistent with expectations, frameworks and guidelines.
- In consultation with the Headteacher, review the curriculum.
- Organise the integration of PE into the school curriculum.
- Devise teaching and learning activities for PE, taking account of the different ability ranges of the pupils.
- To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of planning and scrutiny of pupil's work.
- To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school.

- Liaise closely with other subject leaders in the planning of the curriculum.
- To be responsible for the budget allocated to the subject area and prioritise resource needs as indicated in the School Improvement Plan.
- Identify and make links between PE and the rest of the curriculum.
- Set and maintain high standards of teaching and learning across the age and ability range.
- Ensure, in the event of staff absence, that appropriate work is supplied for the use of supply or substitute staff.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying PE, in accordance with the aims of the school and the curricular policies determined by the QEB and Headteacher.
- Review, develop and refine schemes of work in line with the KS3 Programme of Study and appropriate GCSE/Vocational specifications, and encouraging links where appropriate.
- Lead, review and develop all faculty policies and strategies in line with the strategic aims of the school.
- Lead curriculum development for the whole department/faculty.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general and in the subject area in particular.
- Develop and coordinate literacy and numeracy links with other faculties.
- Take a leading role in promoting learning through out of hour's activities.
- Develop and enhance the teaching practice of others by developing self-evaluation strategies within the faculty to monitor, evaluate and improve the quality of teaching through:
 - A structured, rigorous and recorded programme of lesson observation for all staff.
 - Providing feedback and advice on improvement as appropriate.
 - Monitoring of medium-term planning.
 - Completing self-evaluation audits to identify strengths and areas for improvement.
 - Ensuring that this process informs improvement planning within the faculty.
 - Developing and formalising arrangements for the scrutiny of pupils' work.
 - Ensuring a high-quality learning environment within the faculty by managing and improving: Displays and exhibitions of pupils' work, including references to levels or GCSE grades on display work.
 - Classroom behaviour by ensuring that faculty policies on sanctions are consistent with the agreed school Positive Behaviour Policy and its systems.
 - Assisting in the school Performance Management process by being responsible for the line management of teachers allocated teaching time within the faculty, for the purpose of ensuring the continued delivery of high-quality teaching and learning.
 - Liaising with Senior Managers to support teachers within the faculty by identifying their professional development needs and which will enhance teaching and learning; induction of new teachers to the faculty, including Early Career Teachers (ECT's) and support of trainee teachers.

Recording and Assessment

- Update the Headteacher and the QEB on the effectiveness of provision for pupils in PE to include an annual development plan.
- Set targets for raising achievement for pupils in PE and feedback to the Headteacher.
- Monitor progress across and throughout PE and ensure appropriate action plans are in place where issues are identified.
- Contribute to the Annual Report to Parents.
- Monitor planning to ensure individual needs are being met.
- Collect and interpret assessment data.
- Be accountable for student progress and development within the faculty by leading, developing and enhancing all assessment arrangements within the department in line with school policy.
- Take accountability for leading, developing, coordinating and monitoring strategies to raise pupil achievement, in line with the school's 'Assessment for Learning' targets, making best use of assessment information.
- Review long term and short-term planning to ensure coverage, provision of a range of learning experiences, continuity and progression for all pupils from one year to the next, and between Key Stages, in line with the school's 'Assessment for Learning' targets, making best use of assessment information to ensure that individual needs are being met.
- Liaise closely with Directors and Key-Stage leaders to ensure continuity and progression across the Key Stage.
- Ensure that faculty reports on students are completed to a high professional standard, by the appropriate deadline dates and are consistent with the school's reporting arrangements.
- Contributing to the termly report to the QEB.

Leadership

- Establish good relationships, encourage good working practices as well as support and lead teachers in the subject area.
- Lead staff in developing a wide range of learning and teaching strategies in the curriculum area.
- Plan and organise departmental meetings.
- Lead, support, motivate and direct support staff.
- Lead by example in all areas of the curriculum.
- Liaise with teaching assistants and outside agencies.
- Establish good relationships, encourage and celebrate good working practices, supporting and leading departmental staff.
- Be accountable for leading, managing and developing the curriculum area.
- Effectively manage and deploying all staff, financial and physical resources within the department to maximise support for the faculty.

- Support and maintain the aims, ethos and core values of the school and their practical expression through agreed policies.
- Take responsibility for the production of a detailed annual Faculty Improvement Plan, in line with agreed whole school priorities, setting 'SMART' costed, targets for raising student achievement.
- Monitor progress against the targets and ensuring appropriate action plans are in place where issues are identified.
- Update the Headteacher on the progress of the Faculty Improvement Plan and its associated targets.
- Plan and organise meetings on a regular basis in line with the published school calendar.
- Lead, support and motivate support staff working within the faculty.
- Contribute to management decisions on all aspects of policy formulation, development and implementation.
- Liaise with the QEB, when appropriate, to facilitate their overview of the leadership and management of the school.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Attend and participate in open/parent and carers evenings.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Participate in Continuing Professional Development.
- Attend team and staff meetings.
- Develop links with the QEB, LEAs and neighbouring schools.
- Ensure that the department's quality procedures meet the requirements of the school's self-evaluation strategy and the Improvement plan.
- Liaise with appropriate external agencies, organisations such as SST, LEA and other schools to ensure the maintenance of high standards within the faculty.

Head of PE Person Specification

CRITERIA		Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL		DESIRABLE	
<ul style="list-style-type: none">• Qualified Teacher status.• Degree or equivalent.• Relevant Qualifications.• Relevant in-service training during the last three years.• Significant successful teaching experience and an excellent classroom practitioner.• Leadership and Management experience in a secondary school at a Middle or Senior level.• Experience of leading a successful whole school initiative.• Experience of Curriculum Development, Assessment and/or development and quality assurance of Teaching and Learning.• Evidence of work which has led directly to positive outcomes for students at whole school level.• Involvement in leading CPD at whole school level.		<ul style="list-style-type: none">• Good honours degree.• A range of relevant in-service training during the last three years which includes accreditation.• Experience in more than one school.• Collaborative work with other schools.	
CRITERIA		Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL		DESIRABLE	
<ul style="list-style-type: none">• Ability to articulate a sound education philosophy consistent with the school’s aims.• Enthusiasm for learning.• Empathy with young people.• A good range of Information Communication Technology skills.• Be committed to having a positive impact on the learning and teaching of students in your charge.		<ul style="list-style-type: none">• A high order of Information Technology skills which have been deployed to support student learning.• Understanding of effective practice in the teaching of all areas of the curricular themes.	
CRITERIA		Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL			
<ul style="list-style-type: none">• Inspirational Leadership skills.• Ability to work on own initiative.• Ability and willingness to work with a wide range of people.• Very good health, attendance and punctuality records.• Excellent interpersonal skills.• Smart professional appearance.• Track records of being a team-player.• Be ambitious and keen to contribute to whole school development.• Positivity and Resilience.			

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, which is a member of Oak Learning Partnership Trust.

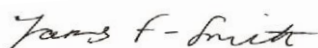
Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people, want to join a trust at an exciting part of its journey, we would love to hear from you.



James Franklin-Smith
CEO of Oak Learning Partnership



oaklp.co.uk



Our Vision

To transform lives through a highly inclusive educational approach.



Inclusion is at the
heart of our trust

- We are **compassionately rigorous**; we care deeply about our community which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity, and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.

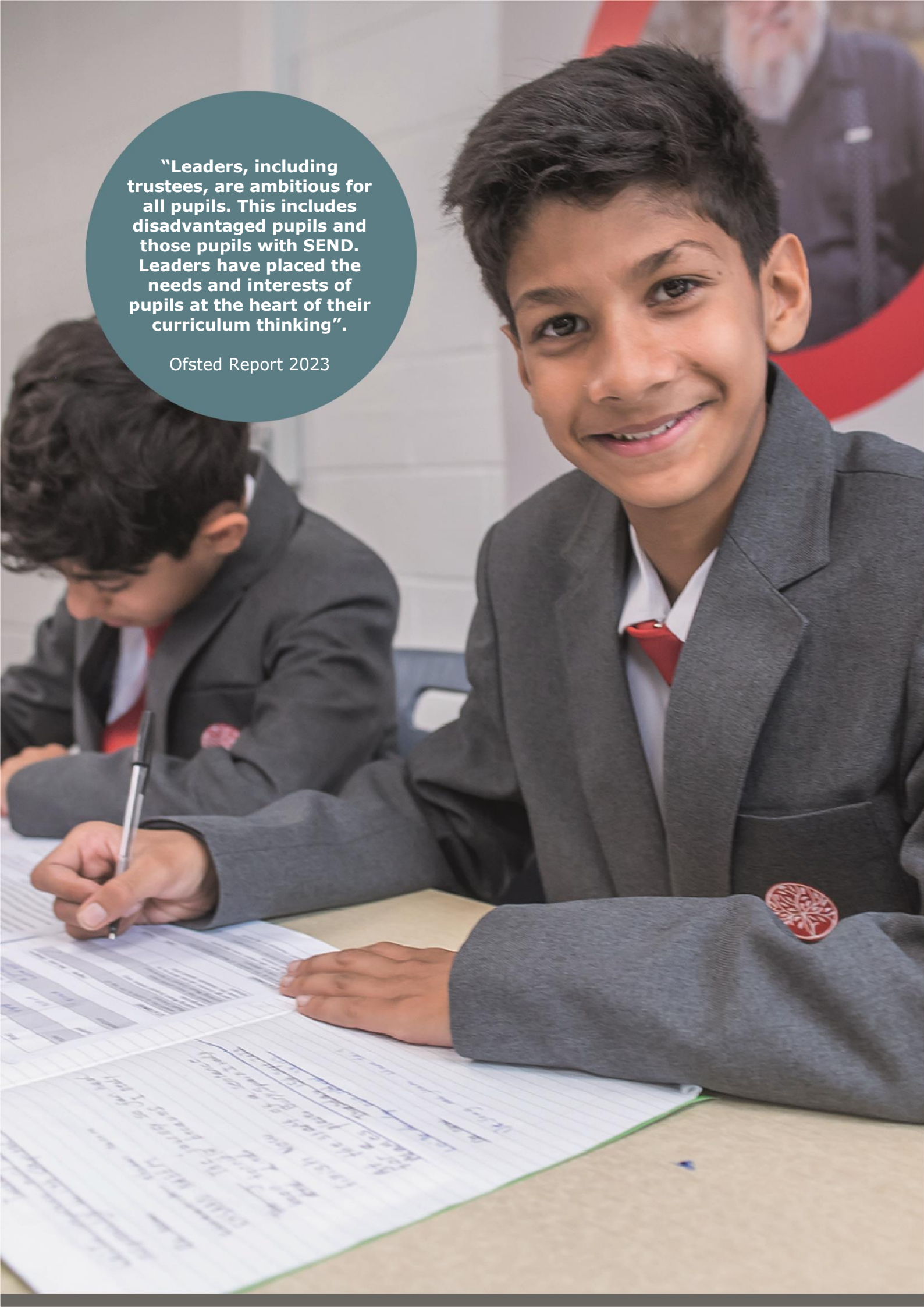


Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

"Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking".

Ofsted Report 2023



Workload Charter



Email Embargos

No expectation that emails should be responded to out of working hours.



Working Practices

Workload managed in line with role.



Investment in Staff

Clear career progression and funding available for Continuing Professional Development.



Induction

Agreed programme of induction for all staff.



Open Door Policy

Open door policy allowing easy access to senior leaders.



Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



School Calendar

Planned and managed by Senior Leadership Team and issued at the beginning of the academic year.



Systems

Adopt systems to make the process effective and free up more time.



Communication Strategies

Agreed protocols in each school for communication.



Wellbeing

Access to specialist external support.



Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



Residential Payback

Staff received time back following their involvement in residential trips.



Instructional Coaching

Is adopted by all trust schools allowing staff to practise and develop their skills.



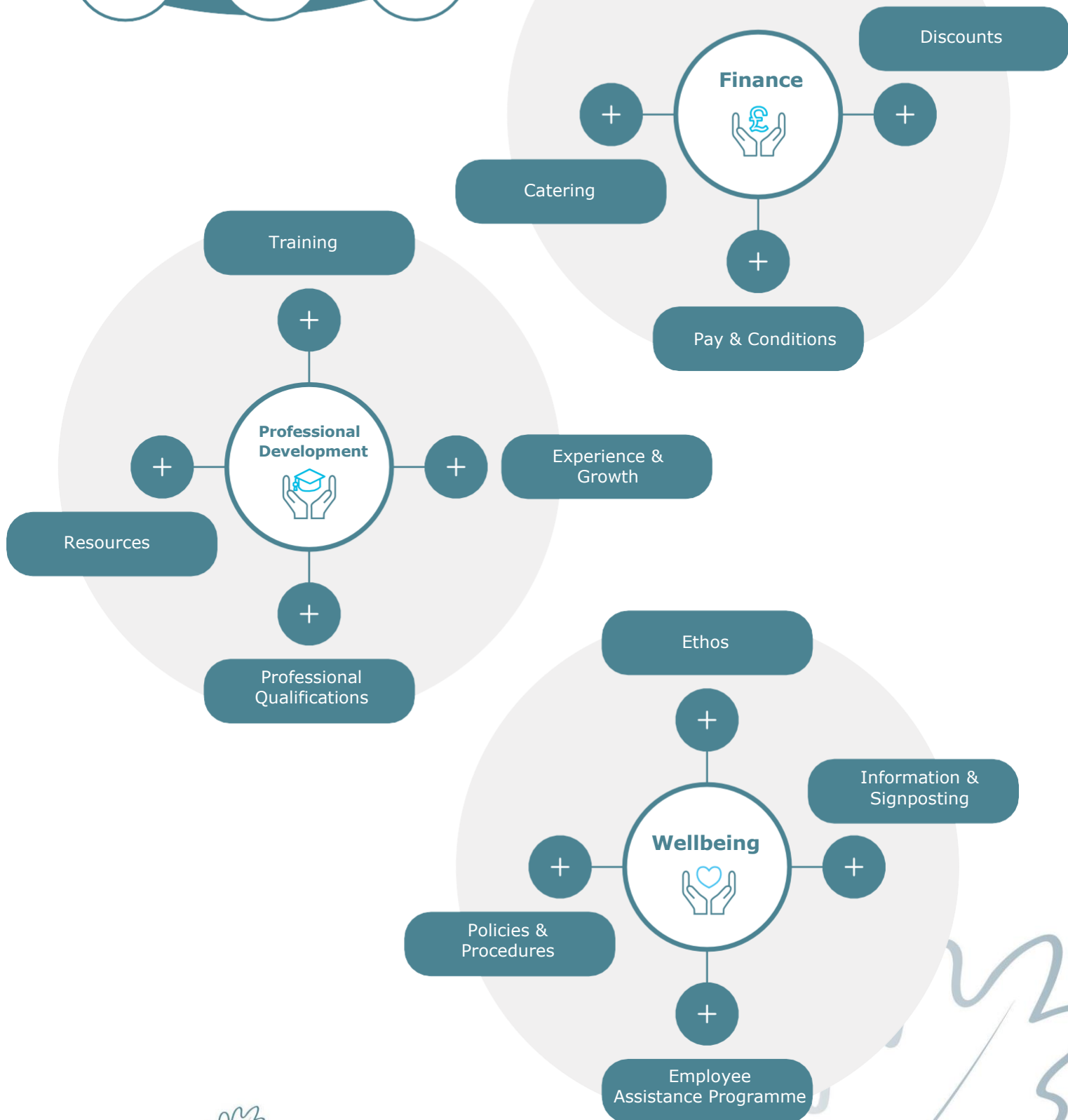
Being Flexible

Flexible Working policy and practises available.



Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





Hazel Wood
High School

Hazel Wood High School

Hazel Avenue
Bury
Lancashire
BL9 7QT

0161 797 6543

recruitment@oaklp.co.uk

www.hazelwoodhigh.co.uk



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Oak 
Learning Partnership