



Co-op Academy
Stoke-on-Trent

Application Pack: PSHE Leader

Main scale / Upper Pay Scale plus TLR 2b



Co-op Academy of Stoke-on-Trent

Westport Road

Stoke-on-Trent

ST6 4LD

Tel: 01782 88 23 00

enquiries@cas.coop

Closing date: Monday 4th March

Start date: 1st September 2019

Dear Applicant,

PSHE LEADER

Thank you for your interest in this post.

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Please apply via a letter of application (no more than two sides of A4) and the completed application form. We do not accept CVs. This is a newly created role as a result of the incorporation of discrete PSHE lessons into the curriculum two years ago and the strategic desire to have this delivered by a specialist.

Personal development is a major strength of the academy. Our recent Ofsted visit in November 2017 agreed with our self-evaluation that our personal development, behaviour and welfare is outstanding. The academy was also the winner of the 2016 DfE Character Award. The PSHE Leader will play a vital role in the development of character education at the academy as well as PSHE. We are not looking for any other specialism in particular, but candidates will be expected to teach a small amount of lessons outside of PSHE. Visits are encouraged and welcomed. If you wish to visit in advance of an application please email the Principal's PA Kym Hollinshead on khollinshead@cas.coop.

Your completed application should be received by 3pm on Monday 4th March. Applications should be emailed to recruitment@cas.coop.

Yours faithfully,



Mr N Lowry

Principal

Mission, Vision and Values and Strategic Drivers

Mission: Empowering everyone to reach their potential and be the best.

Vision: In order to achieve our mission, we aim to become a great academy by delivering:-

- Great learning
- Great support
- Great experience

Values: All of this is based upon the values of Co-op Group which will inform our behaviours.

- Self-help;
- Self-responsibility;
- Democracy;
- Equality;
- Equity;
- Solidarity.

Our values are demonstrated daily by our behaviours which are captured in the **Co-op ways of being:**

- **Do what matters most;**
- **be yourself, always;**
- **succeed together;**
- **show you care.**

For more information on [Co-op values](#) and the [Co-op ways of being](#) see the Co-op group website via these links.

Strategic Drivers:

Our operational plan to deliver all the above is based around eight strategic drivers:

1. Leadership
2. Quality learning
3. Curriculum opportunities
4. Monitoring and support
5. Academy environment, systems and processes.
6. Targeted professional development
7. Praise and reward culture for staff and students.
8. Collaboration and partnerships

About the Academy

The Co-op Academy of Stoke-on-Trent was established in 2010 and we moved into our state of the art £23 million building in 2012. The academy serves the areas of Tunstall, Burslem and Hanley but is increasingly drawing students from all parts of Stoke-on-Trent. We are over-subscribed on first choices for September 2019.

Our vision is “Empowering everyone to reach their potential and be the best”. The focus on being the best that you can be in every lesson of every day permeates the Academy at every level and there are high expectations of both the students and staff. We are sponsored by the Co-op Group and we use the co-op values and ways of being to structure our academy culture. The academy has just been rebranded for September 2018 in line with the Co-op branding.

The Co-op Academy of Stoke-on-Trent is an urban complex academy with over half of our students classified as disadvantaged. There is a diverse student community with 36 languages spoken, although the main ethnic groups are white British and Pakistani. The academy is praised locally and regionally for the fully inclusive and supportive culture which enables us to be successful. In 2015 Ofsted praised the “culture of tolerance and respect that permeates the academy”.

Many of our students come to us with ability on entry far below the national average. Our recent leavers and our present Year 11 are in the lowest 10% of Key Stage 2 APS nationally. However, the present Key Stage Three students have rising ability on entry and the new Year 7 come to us as above national average. There has been considerable projected growth in student numbers over the last five years and our academy is projected to grow to over 1000 students by 2020 from a starting point of 560 in 2012.

There has been a significant improvement in Key Stage 4 outcomes over the period the academy has been open. 2018 was a record year for GCSE results and our website has full details, we now have the highest levels of attainment in the north of Stoke-on-Trent and the highest progress scores of any non-selective school in the Stoke-on-Trent despite having the lowest ability intake on entry of any academy in the city.

We are also very pleased that far more students now go on to Level 3 courses at college and then onto university and higher level apprenticeships. Ofsted visited us in November 2017 and agreed that we were still a “good school with some outstanding features”. Our personal development, behaviour and welfare is cited as outstanding. We had a Section 8 visit in 2015 on behaviour and safeguarding and this report was also very positive. Both reports are also available on our website.

We were also proud to be regional winners of the DfE’s Character Awards in 2016. This was in recognition of the work that we have done over a number of years in the area of personal development. The award was built around our student voice and leadership; our enrichment programme known as “The Edge”; and our character education programme. The successful participant will play a role in the successful delivery of some of these programmes.

We are part of the Co-op Academies Trust which currently comprises 18 academies in Stoke-on-Trent, the Wirral, Leeds and Manchester; however it is expected that the Trust will grow quickly over the next few years and the Co-op group recently announced a major funding injection, read the article [here](#).

The Trust provides an extensive CPD programme focused on school improvement as part of their sponsorship. The successful candidate will benefit from being able to access national leaders in their field.

Post Information

Senior Leadership Team 2018-19

Principal – Nick Lowry

Vice Principal – Standards – Jenny Crowther-Green

Vice Principal – Curriculum and Assessment – Chris Hall

Vice Principal – Teaching and Learning - Shane Richardson

Senior Assistant Vice Principal – Behaviour, Inclusion and Safeguarding –Marianne Goodwin

Assistant Vice Principal – Progress – Jenny Davies

Senior Leader SENDCo – Diane Drew

Associate Senior Leader – Lee Ford (one-year secondment 2018-19)

Post Information for the PSHE Leader

PSHE is delivered through dedicated lessons once per fortnight in Years 7, 8 and 10. Year 9 have 1 lesson per week of character education which incorporates both character education and PSHE in its delivery. All students have 3 dedicated PSHE days over the academic year.

The successful candidate will be expected to plan and deliver PSHE lessons to Years 7, 8 and 10 and lead a team to deliver character education to Year 9. Dependent on timetabling, the subject leader may lead staff in other year groups as well.

In addition, the successful candidate will be expected to plan and organise the 3 PSHE days in conjunction with the CEIAG and STEM coordinators. There will be some organisation of tutor time activities, along with the AVP: Progress, which are currently based around the PiXL: Edge resources.

At the moment the PSHE teaching is not quite a full timetable (roughly 80% will be PSHE) so we will also consider what other subjects the PSHE leader can offer when making the appointment. We will however make the appointment based upon the suitability for the PSHE post.

POST TITLE: Personal, Social, Health Education Subject Leader

SALARY: Main scale / Upper Pay Scale plus TLR 2b

RESPONSIBLE TO: Head of Humanities (line manager)
Vice Principal: Curriculum and Experience

Liaising with: Tutor teams (all years); Heads of Year; Head of Student Services, VP: Curriculum and Experience.

PURPOSE OF THE JOB:

1. Develop and implement a rigorous programme of study for PSHE and Character Education in the Academy.
2. Lead thematic PSHE days in all years.
3. Establish and implement the policies and procedures to comply with national, local and Academy policies.

Objectives linked to the areas of responsibility

- 1a) Provide leadership and management of PSHE and Character Education, including the promotion of British Values, to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students.
- 1b) Develop a range of usable techniques to enable students to discuss feelings, emotions and opinions.
- 1c) Monitor and evaluate the effectiveness of the PSHE programme in the different year groups; including lesson drop-ins and student voice.
- 1d) Work with Heads of Year to establish a timetable for PSHE topics and ensure staff have the relevant training to deliver topics. The PSHE leader will lead and develop the implementation of PSHE based tutor time activities.
- 2a) Plan and deliver Key Stage 3 days of PSHE using relevant external agencies.
- 3a) Update and maintain the relevant PSHE and SRE policies.
- 3b) Ensure relevant stakeholders such as governors are aware of the progress of PSHE.
- 3c) Work with the Senior Leader:SENDCo to develop the Spiritual, Moral, Social and Cultural (SMSC) agenda.
- 3d) Map out PSHE provision across the curriculum and regularly audit what PSHE is happening and where there are more opportunities within the curriculum.

Whole Academy - Purpose

The post holder will in all matters, manage staff and students in ways which remain faithful to the co-operative ethos and philosophy of the Academy.

The post holder will promote literacy and numeracy skills and a high aspiration culture across the Academy.

Throughout the Academy the Personal, Social, Health Education Leader will promote and support:

- exemplary student conduct
- excellence in classroom practice
- innovative and effective approaches to student care and operational issues
- the maintenance of a high quality learning environment
- performance management arrangements, professional development and training of staff
- efficient management of delegated budgets and resources
- detailed analysis of student performance data to raise achievement
- the Academy's vision to become an outstanding school.

Performance Management

The Personal, Social, Health Education Leader will have access to the Academy's Performance Management arrangements as set out in the Academy's pay policy, which applies the Teachers Pay and Conditions of Service.

Strategic direction and development of the Academy

The post holder will play an important role in the future development of the Co-op Academy of Stoke-on-Trent and will work with the Head of Science and Technology to build on the strategic vision for the Academy around technology and adjust its provision to cater for future needs. To carry out the objectives of this role, the post holder will seek to:

- fully exploit the greater degree of autonomy afforded by Academy status for the benefit of students, staff and the wider community.
- continue to develop the ethos of the Academy and to champion innovation to meet the needs of every student.
- Support the push for the number of good and outstanding lessons identified in the Academy's development plan.

Collegiate Responsibility

In addition to the specific responsibilities of this post, every member of staff at the Co-op Academy of Stoke-on-Trent will commit to:

- providing a courteous and efficient and effective service to students at all times
- consistently promoting the Academy's co-operative ethos and mission
- using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- working to maintain the Academy at the forefront of educational practice
- fostering and sustaining a culture of enterprise and creativity in all aspects of the Academy's operation

Role review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. It may be revised at any time in consultation with the post-holder, and in the light of changing circumstances, subject to the Principal's approval.

Person Specification

Key:
 A = Application
 R = Reference
 I = Interview

Knowledge, Experience and Skills		
	Essential (E); Desirable (D)	How identified
Qualifications		
University graduate	E	A
Postgraduate teaching qualification (or equivalent)	E	A
Accredited leadership qualification or participation on leadership programme relevant to middle leadership eg NPML; NPQSL.	D	A
Knowledge and Understanding		
Knowledge and understanding of current teaching and learning developments in PSHE.	E	AI
Knowledge of character education.	D	AI
Experience		
Previous strong and effective middle leadership experience.	D	AR
Experience of leading PSHE across a school.	D	AR
Experience of liaising with external agencies.	E	AR
The ability to offer another subject to GCSE level	D	AI
Skills		
Motivate and inspire staff and students.	E	I
Analyse and interpret student data.	E	I
Excellent verbal and written communication skills and able to communicate effectively with a range of stakeholders.	E	I
Personal Qualities		
Resilient	E	RI
Able to work under pressure and a determination to succeed	E	RI
Passionate about teaching and learning.	E	RI
Willingness to learn and develop new skills.	E	RI
A commitment to excellence.	E	RI
Ambition for further progression	E	I
Able to demonstrate a commitment to the behaviours and values of the co-operative movement	E	I