



Co-op Academy  
Grange

# Teacher of Girls PE Candidate Pack

May 2025

## Welcome

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

Our vision at Coop Academy Grange is that *'We make 'Grange Great' by accelerating the development of our children towards their potential in everything we do.'* This vision drives all of the decisions that we make and all of the work that we do day in and day out for our community.

We are an incredibly diverse school with multiple languages spoken by our students, families and staff. We feel that we do reflect the community that we serve and we are passionate about delivering an inclusive school for our students, both within the curricular lessons as well as the experiences that we offer outside of this.

We are an academy on a journey and if you feel that you want to join us on our journey then I would invite you to explore the information within our pack and on our website to get a true understanding of Coop Academy Grange.

If you feel you want to be a part of our journey and can bring the passion and drive needed to really support our students to become the best they can be, then please contact us to arrange a visit or discuss our vacancy.

I look forward to hearing from you as you embark on your journey with us towards delivering the excellent education that our community deserves.

Best wishes,

Sam Moncaster | Headteacher



# Our Co-op Academies Trust

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

The Co-op Academies Trust is a multi-academy trust operating across three hubs: Greater Manchester; West Yorkshire; and Staffordshire and Merseyside. We currently have 33 schools across the regions including secondary, primary and special schools plus a sixth form college. This makes us one of the most diverse multi-academy trusts in England.

The Co-op Academies Trust is governed by a very experienced Trust board consisting of senior members within education and business; about half the members work in senior leadership positions within all areas of the Co-op. Our Trust has a commitment to deliver a three-year strategic plan, developed in 2022, which gives a strong direction of outcomes needed in all areas, community impact and a moral code of practice for all members of Co-op Academies Trust to adhere to.

All our academy governing councils have a Chair of Governors from the Co-op as well as two to four Sponsor Governors. Each hub is led by a Regional Director - a proven leader of schools and an outstanding practitioner with a track record of improvement in education.

Within our leadership team, we have a National Leaders of Education (NLE) and a former NLE. We have a well-developed school improvement offer, including access to 18 different specialist directors. We have the full support of the Co-op who offer a range of services to all our academies, including enrichment opportunities, seconded staff, resources and expertise in the areas of education that overlap with commerce.

Most of our academies have a history of being in very difficult circumstances with many of them serving deprived communities. As well as bespoke individual plans to support academies, we offer school improvement strategies across the Trust that includes school-to-school support, links to external sources of expertise and internal directors. We want the very best for our academies and the diverse communities we serve, with the highest of ambition and aspiration for all students.

Throughout all of our academies you will clearly see our strong core vision and values called the Ways of Being, giving the Trust an ethical code that every stakeholder buys into and engages with.

Good luck with your application and thank you for considering Co-op Academies Trust as the next stage in your career.

Best wishes,

Dr Chris Tomlinson | Chief Executive Officer

# Our Values

Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

Self-help – we support learners, parents, carers and staff to help themselves

Self-responsibility – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

Democracy – we give our learners, parents, carers and staff a say in the way we run our schools

Equality – we believe that the voice of each individual should be heard

Equity – we run our schools in a way that is fair and unbiased

Solidarity – we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

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We strive to demonstrate the following ethical values in everything we do:

Openness – we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

Honesty – we act in a professional and respectful manner in our dealings with everyone

Social responsibility – we maximise our impact on the people in our communities while minimising our footprint on the world

Caring for others – we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

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We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

# Job Description and Person Specification

## Teacher of Girls PE

|                      |                             |
|----------------------|-----------------------------|
| Salary / grade range | MPS/UPS - £31,650 - £49,084 |
| Location             | Co-op Academy Grange        |
| Reports to           | Curriculum Leader - PE      |

### Purpose of role:

- To support the Curriculum Leader in all aspects of the leadership and management of the PE area.
- To ensure that high standards of teaching and marking, assessment and feedback lead to good and outstanding progress and attainment in PE for all students
- Alongside the Curriculum Leader inspire, motivate and influence staff, in securing the highest standards of teaching and learning in order to promote student progress
- Alongside the Curriculum Leader develop and embed, as required, a consistent approach to marking assessment and feedback
- To form part of maths leaders who with the Curriculum Leader lead the strategic direction of the Area
- To secure and sustain a positive climate to learning and behaviour of students
- To be accountable to the Curriculum Leader for the effectiveness of the work that you lead and undertake
- To take part in quality assurance processes and performance manage a range of staff within the Area to secure improvements and provide opportunities for professional development
- To develop and sustain relationships with others both within and outside of school
- To contribute to the development of a whole school approach to the development of basic skills
- To maintain knowledge and understanding of the school vision values and ethos, priorities, targets and action plans

### Key accountabilities (and specific duties / responsibilities):

- To consistently deliver good/outstanding lessons and student outcomes
- To actively promote the inclusion and acceptance of all students within the classroom and school
- To encourage students to interact and work co-operatively with others and engage, challenge, motivate and reinforce self-esteem with all students in all activities
- To evaluate and report on the effectiveness of intervention strategies used to improve progress in PE and use these to inform future planning and support
- To work with the Curriculum Leader to lead, plan and deliver an effective evaluation programme which informs Area and whole school self-evaluation processes and identifies priorities for improvement
- To work with the Curriculum Leader to write an area improvement plan
- To work with the Curriculum Leader in the leadership of planning, delivering, monitoring and evaluation of the improvement plan and write the Area SEF
- To attend appropriate, and lead when pertinent, school meetings as part of the leadership team of the Area and to support the work of **PE**

- To mentor and coach staff, including ITT students to improve teaching, develop and share best practice, improve leadership, build confidence and maintain positive attitudes
- To work with others to create a climate, which enables staff to develop, challenge and support each other, resulting in improved teaching
- To support staff teaching in the Area to consistently and effectively use information about prior attainment and information from assessment, marking and feedback to monitor progress to give clear and constructive feedback
- To support staff teaching in the Area to ensure that, as a result of their teaching, their students make good and outstanding progress in relation to prior attainment and compared to similar students nationally
- To support the development and maintenance of effective strategies and procedures for staff induction, staff development and Performance Management
- To effectively manage delegated human, physical, environmental and financial resources within the Area to achieve educational priorities and goals
- To participate in recruitment and selection procedures for Area staff
- To prioritise and manage their own time effectively, balancing the demands made by teaching and involvement in Area development
- To take responsibility for their own professional development and remain up to date with current practice undertaking any relevant training
- To comply with any reasonable request from the Curriculum Leader to undertake work of a similar level not specified in this job description
- To develop and sustain relationships with others both within and outside of school
- To comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns
- To participate in supervision duties as per the schedule produced by school
- To model professional behaviour and attitudes around the school to ensure the highest standards of appearance and conduct are met

Personal attributes required (based on job description):

| Attributes  | All attributes are essential, unless indicated below as 'desirable' | How measured, e.g. application form (A), interview (I) test (T) |
|---|---|---|
| <p>Qualifications</p> <ul style="list-style-type: none"> <li>• Good relevant degree or equivalent</li> <li>• Recognised teaching qualification</li> <li>• Evidence of continued professional development</li> <li>• Award bearing management training</li> </ul>                      | Desirable   | A/I<br>A/I<br>A/I<br>A/I  |
| <p>Experience</p> <ul style="list-style-type: none"> <li>• Proven record of good or better teaching</li> <li>• Successful leadership and management of a team</li> <li>• Successful experience of middle management leadership</li> <li>• Initiating and supporting change</li> </ul> | Desirable<br>Desirable  | A/I<br>A/I<br>A/I   |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Involvement in the wider aspects of school life</li> <li>• Has made a positive difference in current post and can demonstrate how it was achieved</li> </ul>   |  | A/I<br>A/I<br>A/I   |
| <b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>• An understanding of current educational issues and their implications</li> <li>• Good oral and written skills</li> <li>• Ability to make high quality reasoned decisions based on available information</li> <li>• Clear expectations of student behaviour and discipline</li> <li>• Resilience and the ability to deal with a large volume of work and heavy demands upon time</li> <li>• High order administrative and organisational skills with good attention to detail</li> <li>• Creativity, imagination and flair</li> </ul>   |  | A/I<br>A/I<br>A/I<br>A/I<br>A/I<br>A/I<br>A/I                       |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Commitment to the promotion of quality and high standards</li> <li>• Ability to work co-operatively with a wide range of people and as part of a team</li> <li>• Ability to work positively with students and demonstrate commitment to their progress and well-being</li> <li>• Ability to work in partnership with Curriculum Leader and other middle and senior leaders</li> <li>• Commitment to further advancement in the profession and the development of self and others</li> <li>• The ability to get things done with imagination, vision and drive</li> <li>• The ability to motivate others in the pursuit of continuous improvement in the context of a purposeful climate</li> <li>• Command respect through example and to display firmness and sensitivity when dealing with others</li> <li>• acceptance of, and a commitment to, the Trusts' policies in relation to equality and safeguarding and promoting the welfare of children and vulnerable young people.</li> </ul> |  | A/I<br>A/I<br><br>A/I<br>A/I<br><br>A/I<br>A/I<br>A/I<br>A/I<br>A/I |

**Co-op Academies Trust** as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles,

and the Ways of Being Co-op.

Co-op Academies Trust is 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 or civil partnerships.

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Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have been used under which the detailed routines are assumed to be included in the job description.

Staff should not refuse to undertake work, which is not specified on this form, but they should record what they consider to be additional duties they are required to perform, and these will be taken into account when the post is reviewed.

## How to apply

For an informal chat about the role and the academy, and/or to arrange a visit, please contact Human Resources at [recruitmentsg@coopacademies.co.uk](mailto:recruitmentsg@coopacademies.co.uk) in the first instance.

The closing date for applications is: **Friday 16th of May 2025 at 9am.**

## Interview timetable

Interviews will take place on: **TBC**

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*This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.*

## What we offer:

- Excellent opportunities for personal and career development within the Co-op Academies Trust;
- Employee benefits such as retail discounts, reduced gym membership, cycle to work scheme and much more;
- Free access to a confidential 24/7 Employee Assistance Programme;
- Effective, supportive and dynamic leadership;



- A superb, school building with a flexible and creative ICT rich working environment;
  - A welcoming, friendly, supportive, effective and efficient professional/Continuing professional development.
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Co-op Academy Grange,  
Haycliffe Lane, Bradford, BD5 9ET

[grange.coopacademies.co.uk](http://grange.coopacademies.co.uk)

Telephone: 01274 779662

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