



Dear Candidate,

Teacher of Girls' Physical Education – (Full-time Permanent Contract)

Thank you for considering this post in our school.

Our governors are seeking to appoint an enthusiastic and committed Female Teacher of Physical Education to commence on 1 September 2026 for a full-time permanent contract.

Holly Lodge Girls' College is a highly successful school, focused on the academic and pastoral success, achievement and fulfilment of all its students. We are committed to providing an appropriately dynamic curriculum accessible by all students and enriched by high quality learning and teaching and an extensive range of extra-curricular activities. We are proud of our students and staff and continually strive to progress and improve outcomes for all of our students.

Physical Education is an integral part of the curriculum we offer to all students in Years 7 to 13 at Holly Lodge. As such, it is a very important subject area which leads the way in teaching, practical performance, leadership and our culture of aspiration and ambition.

Our curriculum provides a Physical Education learning journey for students which not only provides a broad and balanced PE Curriculum, which meets the requirements of the National Curriculum but ultimately makes our students become fitter and healthier, with a passion for being more physically active in their lives.

This allows our students to become confident young adults who are motivated to take on new challenges, understand how to apply skills in a range of activities and be inspired to succeed.

We encourage our students to independently reflect on their own competencies and lifestyle behaviours, such as their physical and mental wellbeing, which will inform their lifelong learning.

We want to create young adults who can be independent, contribute confidently and readily within their communities and be able to make informed choices and decisions about their lives.

Key Teaching and Learning Strategies in our PE lessons encourage our students to:

- 1. Have good health & wellbeing**
- 2. Develop their characters**
- 3. Become active citizens**
- 4. Pursue their interest and talents**

The core skills taught in lessons build a strong basis to prepare and encourage students to study BTEC Sport at Level 2 and Level 3 or Dance at Level 2.

Students are encouraged to become independent learners and sports leaders so that they can achieve their personal best and challenge themselves to achieve maximum outcomes successfully in Level 2 and Level 3 courses.

In addition to our curriculum, we have a strong commitment to our extra-curricular provision offering a wide variety of PE clubs and regularly compete at inter-school fixtures and competitions. We have worked hard to deliver a successful Sports Leadership program which continues to flourish year on year.

The PE department has greatly improved its BTEC results at Key Stage 4 and Key Stage 5 over the past few years to become one of the best performing departments within Holly Lodge Girls' College.

The PE department consists of 4 highly motivated and dedicated members of staff who, in line with whole school policy, are fully committed to preparing and delivering challenging lessons, every lesson. We create the majority of our own resources to ensure we meet the needs of our pupils, work closely as a team and continually reflect on our practice and strive to improve.

As a result of our recent successes, we are continuing to grow as a department and therefore need a new member of our team to support us in our work in helping the PE to continue to thrive and support our students.

You will find working in the PE department extremely rewarding. You can rest assured that you will be fully supported and someone will always be on hand to help should you need it.

In addition to working with our wonderful students, we are able to offer an environment where staff wellbeing is paramount, with access to our Employee Assistance Programme, Smart Clinic.

If you are looking to develop your teaching skills, are committed to the success of our pupils and enjoy working in a pleasant and supportive environment, then Holly Lodge Girls' College may well be the place for you.

The successful candidate will:

- engage, challenge and support students in this subject
- focus on high quality teaching and ensure that pupils fulfil their potential
- deliver innovative and motivational lessons
- be part of a successful and developing team
- be able to teach across the ability range at all Key Stages, 3, 4 and 5
- be passionate about committing themselves to extra-curricular clubs and fixtures
- have good knowledge and experience of teaching the BTEC Sport specifications at KS4 and KS5
- be able to teach Dance to KS4 BTEC level (desirable, not essential)
- be able to teach a second subject or Drama (desirable, not essential)

GRADE MPS/UPS : £32916 to £51048

Our school is committed to safeguarding and promoting the welfare of children and young people and the appointed person will be expected to support the life of the school.

This post will operate in a single sex environment and there is a recognised genuine occupational requirement for the post holder to be female to preserve privacy and decency for students. The obligations of the Equality Act 2010 in this regard are therefore exempt in this advert and post

This post is classified as having substantial access to children, and appointment is subject to enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

If you are invited to interview, you will be asked to complete a Safeguarding self-disclosure form in advance of the meeting.

Appointment for this post is subject to an enhanced DBS disclosure. References will be sought and on-line search undertaken on all shortlisted candidates in advance of any interview.

All teachers aged between 16 and 75 will be enrolled into the Teachers' Pension Scheme and contributions of salary are deducted from monthly salary payments at the current rate of deductions. Once enrolled, if you do not wish to be in this scheme you will need to complete the necessary "opt out" forms which can be obtained from the teachers' pensions scheme website on www.teacherspensions.co.uk. Further information about the teachers' pension scheme can also be found on the website.

Job description, person specification and application forms may be found at the end of this document and on our school website at www.hollylodge.liverpool.sch.uk

Please ensure the following completed documents are returned by email to us at recruitment@hollylodge.liverpool.sch.uk

- application form,
- equal opportunity form

Closing date: 16 February 2026

Candidates shortlisted for interview will be contacted in due course. It is not our school policy to contact unsuccessful candidates, and you do not hear from us by 22 February 2026 you may assume you have not been successful on this occasion.

I would like to thank you for your interest in this post in our school and wish you luck with your application.

Kind regards,

Andy Keen
Headteacher



Safer working practices code of conduct for adults

Holly Lodge Girls' College understand that it is important that staff and volunteers are provided with opportunities to consider the implications of the guidance for their setting and their own role and seek clarification.

Introduction:

Keeping Children Safe in Education (DFE 2025) sets out the requirement for all schools to have a staff code of conduct, sometimes referred to as a staff behaviour policy. This code of conduct should be followed by all staff (including visiting staff), volunteers and governors.

Holly Lodge Girls' College is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

Everyone is expected to adhere to this 'Code of Conduct' along with the Safer Recruitment Consortium [Guidance for Safer Working Practice for those working with Children and Young People in Education Settings](#)

Everyone must also read and understand part one of Keeping Children Safe in Education (DFE 2025). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them by raising awareness of illegal, unsafe, unprofessional and unwise behaviour and by supporting staff and volunteers to understand what safe, professional conduct is. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. The policy aims to reduce the risk of incidents or misunderstandings occurring by developing and setting out clear guidelines and boundaries. It encourages you to work in an open and transparent way that should avoid someone questioning your motives, intentions or suitability to work with young people.

It is a key principle of this code of conduct that **everyone** understands their responsibility to share **without delay** any concerns they may have about a child's welfare or an adult's behaviour towards a young person. In addition, **everyone** has a responsibility to escalate their concerns to the Local Authority Designated Officer if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school.

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

Code of Conduct:

Holly Lodge Girls' College will create a culture of openness, transparency, trust and support where all members of the school community feel empowered to share relevant information about themselves or someone else.

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- If you have any concerns that a child is being harmed, abused, or neglected you **must share your concerns immediately** both verbally and in writing primarily with the school's Designated Safeguarding Lead (Faye McDermott), Deputy Designated Safeguarding Lead (Lisa Harland) or Headteacher. Always listen carefully to the child and report what they tell you in the child's own words. Never promise to keep a secret.
- If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns **without delay** with the Headteacher or Designated Safeguarding Lead. Concerns regarding the Headteacher should be directed to the Chair of Governors (Cog@hollylodge.liverpool.sch.uk) or Local Authority Designated Officer. (The School's whistleblowing helpline and The NSPCC whistleblowing helpline are available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. Safeguarding-Mate can also guide staff should they have a concern about an adult's behaviour.
- If you are worried that the behaviour of an adult working in the school (including all third party staff, supply staff and volunteers) is giving cause for concern, no matter how small the concern is and even if it does not meet the harm threshold, you must share your concerns with the designated safeguarding lead without delay. This is in line with the low-level concern procedures set out within our child protection policy. Concerns regarding the designated safeguarding lead should be directed to the headteacher.
- Anyone (in emergencies or if they are required to) can make a referral about their concerns for a child directly to Children's Services.
- Internet Filtering occurs and is led by the Designated Safeguarding Lead. As part of this, blocks are placed on specific content on school devices. Barracuda is the website filter and includes live filtering of pupil and staff content that is accessed. For queries regarding this see DSL.
- There is a separate Baracuda email filter also for staff.
- Monitoring – Impero is computer monitoring software that is installed on all Holly Lodge computers and laptops.

You should:

- Follow the school's child protection policy and procedures and in line with this share safeguarding information appropriately but also act accordingly with sensitive and confidential information.
- Be alert to the indicators of harm and abuse towards a child, including child on child to abuse.
- Dress appropriately according to your role, ensuring that clothing is compliant with professional standards and is not likely to be viewed as offensive or revealing and that it is absent of any political or other contentious slogans or images. This applies to online or virtual teaching as well as face to face.
- Act as an appropriate role model, treating all members of the school community with respect and tolerance.
- Always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. This includes within school, in your personal life and in any online activity. All staff have a responsibility to model safe practice at all times.
- Ensure that you appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
- Ensure gifts given or received are recorded and discussed with your Line Manager.
- Respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- Adhere to the school's policies, particularly those related to safeguarding - including child protection, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, data protection, health and safety and online safety (acceptable user policy).

- Ensure that you understand your responsibilities under the General Data Protection Regulation and Data Protection Act 2018 and be clear that where personal information is recorded electronically, systems and devices are kept secure.
- Report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. Also share situations with your Line Manager if you feel your actions might have sat outside this code of conduct, or may appear to others that they have done so.
- Share with the Headteacher (or Designated Safeguarding Lead in their absence) any behaviour of another adult in the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies in line with the low level concern procedures set out in our child protection policy. Examples of such behaviours include, but are not limited to, being over friendly with children, having favourites, using inappropriate sexualised, intimidating or offensive language, taking photographs of children on their mobile phone or engaging with a child on a one to one basis in a secluded area or behind a closed door. Your intervention may allow for their practice to be supported and developed and/or prevent a child from being harmed.
- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, including online, which may have implications for the safeguarding of children in the workplace. This includes information about yourself. You must ensure that you are aware of the circumstances where this would be applicable.
- Be aware that behaviour by yourself, those with whom you have a relationship or association, or others in your personal life (in or out of school or online), may impact on your work with children.
- Staff are encouraged to declare any relationships which exist outside of the workplace with any children, families or staff. This is in line with our school culture and enables any implications for practice to be considered and staff to be provided with appropriate advice to support safer working practices.
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Inform the head teacher of any cautions, convictions or relevant orders accrued during your employment, and/or if you are charged with a criminal offence.
- Understand that if you commit a relevant offence that would appear on your DBS certificate or you become disqualified under the Childcare Act 2006 (those staff covered by the scope of the guidance): www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 then you must inform your headteacher. (The Childcare Act 2006 does not cover all settings or even all staff within a setting.)

Never:

- Act in a way both at work and/or in your personal life that brings yourself, school or the teaching profession into disrepute.
- Make, encourage or ignore others, making personal comments which scapegoat, demean or humiliate any member of the school community including ignoring any form of peer to peer abuse.
- Use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community. This includes shouting in anger and aggressively to punish them rather than raising your voice to be heard or avoid danger.
- Undermine fundamental British values including democracy, rule of law, individual liberty and mutual respect, and tolerance for those with different faiths, beliefs or from different cultures.
- Develop 'personal' or sexual relationships with children and young people, including making sexual remarks or having inappropriate sexual banter. In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person in full time education/below the age of 18, even if that pupil is over the age of consent.
- Engage in inappropriate conversations with students or share inappropriate personal information about yourself or others.
- Discriminate favourably or unfavourably towards a child.
- Give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter, etc. or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.

- Have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school. Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school's reputation into disrepute. You should never communicate with parents through social network sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.
- Use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.
- Should not post on the school's website or social media accounts any photographs of children without their consent. (Some children may be put at risk by their whereabouts being made publicly)
- Use your personal mobile phone (or other personal IT equipment) in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher.
- Undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of your Line Manager and in keeping with your own responsibilities. You should not cover windows or door panels but always act in an open and transparent way.
- Transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of your Line Manager. Unforeseen events should be reported to your Line Manager. It is good practice to have another adult to act as an escort during the journey
- Have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others. Any physical contact with a child that was needed to control or restrain a child should always be the minimum required.

All school employees should have a clear understanding of their responsibilities under this code of conduct. It aims to help avoid poor working practices that may lead to a person's behaviour being *investigated* and the *consideration* of disciplinary procedures.

Our Child Protection Policy may be found on our website [here](#)



HOLLY LODGE GIRLS' COLLEGE

Job Description – Teacher of Girls PE

This post will operate in a single sex environment and there is a recognised genuine occupational requirement for the post holder to be female to preserve privacy and decency for students. The obligations of the Equality Act 2010 in this regard are therefore exempt in this advert and post.

Post Title:	Teacher of Girls PE
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher/ Form Tutor • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to:	Faculty Leader
Responsible for:	The provision of a full learning experience and support for students.
Liaising with:	Head/Deputies, teaching/support staff LA representatives, external agencies and parents.
Working Time:	195 days per year. Full-time
Salary/Grade:	MPS- UPS
Disclosure level	Enhanced
Main Core Duties	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area and department's development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to the whole school's planning activities.
Curriculum Provision:	To assist the Faculty Leader and the Deputy Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.
Staffing	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development.
Staff Development:	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods.
Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • To engage actively in the OPD (Ongoing Professional Development) process. • To ensure the effective/efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • To review from time-to-time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS.net, registers, etc. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings; Parents Evenings; Review days and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies.
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students, delivering interventions based on learning needs. • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
Teaching:	<ul style="list-style-type: none"> • To evaluate and monitor the progress of students and keep up-to-date student records as may be required. • To contribute to the preparation of Action Plans and progress files and other reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff • To contribute to PSHE, Citizenship and Enterprise according to school policy • To apply the Behaviour management systems so that effective learning can take place. • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching. • To ensure a high-quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials.

- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties:

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Holly Lodge Girls' College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and the post holder will be expected to undergo an enhanced DBS check. The school operates a whistleblowing policy.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



HOLLY LODGE GIRLS' COLLEGE
Person specification – Teacher of Girls' PE

Criteria		Method of assessment
Qualifications	<ul style="list-style-type: none">Appropriate degree which demonstrates in-depth subject knowledge.Qualified teacher status.Evidence of on-going development of professional skills.	App/Int
Skills and Competencies	<ul style="list-style-type: none">Demonstrates a sound understanding of the qualities of good teaching and effective learning and how these can be applied to raise student attainment.Successful experience of teaching students across a broad range of the attainment spectrum.Have clear vision and strong commitment to inclusion and how this can be achieved for students.Evidence of the ability and strong commitment to working in partnership with staff and parents.Can set, maintain and actively promote high standards of student behaviour.Demonstrates an understanding of the effective planning and delivery of a balanced curriculum.Evidence of expertise and success in raising student achievement and securing school improvement.Demonstrates a working knowledge of school development planning, including the development of effective monitoring and evaluation strategies.	App/ Int/ Obs

Criteria		Method of assessment
Experience	<ul style="list-style-type: none"> • Evidence of excellent subject knowledge. • Experience of teaching KS3, KS4 – experience of teaching KS5 is desirable • Knowledge of the statutory requirements of the National Curriculum for PE • Ability to evaluate the design and delivery of the curriculum; continuously striving to improve all aspects. • Ability to use ICT as a tool to enhance learning for pupils in PE. • Experience of using data analysis to assist student assessment and identify areas for development • Knowledge of KS3 and KS4 Curriculum • Knowledge of the BTEC KS4 and KS5 Sport Curriculum • Teaching Dance to KS3 and KS4 (desirable, not essential) • Experience of teaching Drama and/or Art would be desirable (not essential) 	App/ Int
Personal qualities	<ul style="list-style-type: none"> • The ability to envision, enthuse, inspire and motivate students, staff and parents. • Good self-management skills, including the ability to plan one's time and workload effectively. • Work as an effective team member. • Good communication and organisational skills. • Maintaining an exciting and stimulating learning environment. • Commitment to delivering after-school and pre-exam sessions as required. 	App/ Int /Obs

App- Application form Int- Interview Obs- Observation

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The school is committed to safeguarding and promoting the welfare of children and young people and therefore the appointed person will be expected to support the life of the school. Appointment for this post is subject to an enhanced DBS disclosure and references will be sought for shortlisted candidates in advance of an interview.

EXPECT TO ACHIEVE