

# CANDIDATE INFORMATION PACK



CITY OF LONDON  
ACADEMY  
SHOREDITCH PARK

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Subject Leader P.E

## CEO WELCOME

**Dear Applicant,**

**I am delighted that you have chosen to apply for a post with the City of London Academies Trust.**



COLAT is driven by the ambition to deliver exceptional educational outcomes for the young people we serve, combining the heritage and traditions of the City of London Corporation with a creative and effective approach to teaching and learning.

Our expectations are high for both our students and our staff and as such we work to three core values: integrity, professionalism and care. We demonstrate real care by insisting on the highest expectations of behaviour in every phase and setting. Our curriculum is regularly reviewed and updated to ensure that every young person is afforded the knowledge and skills they need to be successful. We promote and support excellent classroom pedagogy as well as ensuring we have common approaches to assessment and intervention. This is how we care for our young people and ensure that they achieve the highest possible outcomes and are able to counter the many aspects of disadvantage they, their families and our wider communities experience.

Our 'Foundations of Excellence', which run through all Trust schools, have been the framework for our sector-leading success so far. These core principles led to the City of London and COLAT previously being recognised as the best performing academy chain for progress and attainment of disadvantaged children ('Chain Effects', The Sutton Trust). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children's lives.

In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond. We are committed to providing first-rate training and development opportunities to all our staff, in addition to excellent career advancement opportunities within our growing Trust.

In the classroom, and around school, we expect the kind of exemplary behaviour that allows our staff to generate exceptional learning outcomes for our children. Being sponsored by the City of London Corporation also means our staff benefit by having access to a huge range of resources, events and exciting learning opportunities that other Trusts are simply not able to offer.

We are always looking for like-minded individuals to join us on our journey. Making the choice to work for COLAT means making the choice to be part of an evolving, ambitious and supportive Trust where you are valued, encouraged and can develop your specific talents, whatever they may be. We look forward to receiving your application.

**Yours faithfully,**

A handwritten signature in blue ink, appearing to read 'M. Emmerson', written over a light blue horizontal line.

**Mark Emmerson**  
**Chief Executive Officer**

## WHO WE ARE

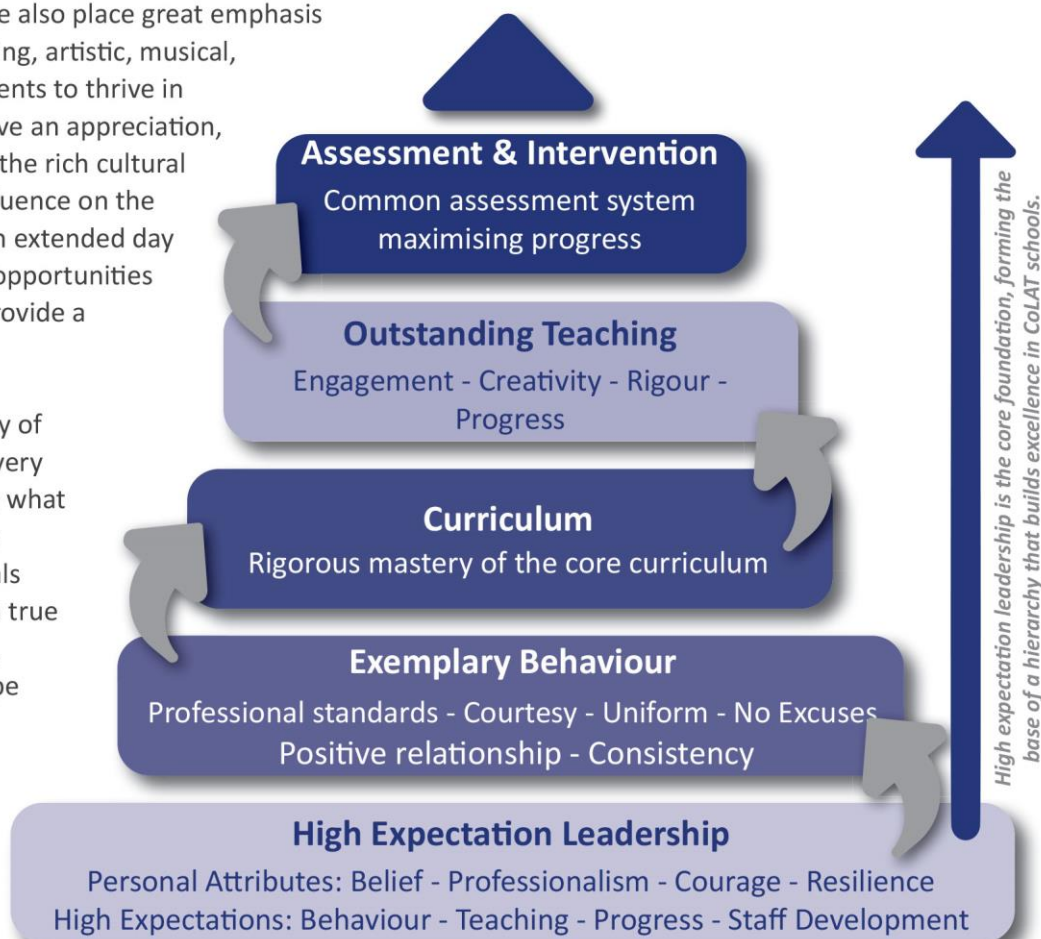
**City of London Academies Trust operates schools in areas of significant disadvantage and believes strongly in the transformational nature of education.**

We are unashamedly academic and unapologetically results driven because we recognise that strong SATs, GCSE and A level outcomes lead to increased life opportunities for our students. All our schools adopt a warm/strict approach, with every one of our School Leaders adhering to and aligning with our COLAT behaviour systems. Our simple, clear, and consistent routines, rituals and norms embed strong habits delivering exceptional student behaviour. In our schools, our teachers can teach, and students can learn, uninterrupted. We take great pride in curating an exceptionally positive learning environment and we obsessively guard against anything which may compromise our strong ethos and culture.

Our curriculum is knowledge rich. We believe in teaching 'powerful knowledge,' and educating our students on the 'best that's been thought and said' is crucial to giving them the best possible chance of success in life. More broadly, we find opportunities to elevate the curriculum to ensure our most able students can compete with their more privileged peers. Our curriculum is coherently and intelligently sequenced, with our Subject Improvement Leads working closely with Heads of Department to drive gains in learning and develop subject specific pedagogy. We are working on creating a standard curriculum in most of our subjects; this will help reduce teacher workload by taking away the production of high-quality resources and assessments, freeing up our expert teachers to grapple with the delivery of the content and focus on the learning.

Our teaching approach is influenced by the works of educationalists such as Doug Lemov. We are confident we know what works for schools in our specific context, and we have spent a long time codifying our approach, whilst also providing sufficient flexibility for our teachers to add their own unique personality and dynamism to their classrooms. Results are important to us, but we also place great emphasis on developing our students' sporting, artistic, musical, and linguistic talents. For our students to thrive in modern Britain, they must also have an appreciation, understanding and attachment to the rich cultural heritage of our country and its influence on the wider world. All our schools run an extended day to deliver an array of enrichment opportunities and super curricular sessions to provide a truly holistic education.

It is an exciting time to join the City of London Academies Trust, and we very much hope you will be inspired by what you learn about us. We are always excited to meet fellow professionals and there is no better way to get a true sense of a school's culture, values, and ethos than by visiting. We hope you take up this opportunity so you can see what life-changing opportunities our schools provide, and how integral our people are to this mission.



## PROFESSIONAL DEVELOPMENT

We are committed to providing **individualised** and **impactful** professional development for every member of our COLAT community, and we offer a menu of talent pathways to support you at every stage in your career.

These pathways are research-based, designed for COLAT schools and delivered by experts from across the Trust. They provide Trust-wide training and networking opportunities to support you to achieve your career goals.

The Talent Pathway menu includes:

- **Aspiring to Middle Leadership: Leading a Department**
- **Aspiring to Middle Leadership: Leading a Year Group**
- **Aspiring to Middle Leadership: Leading a Operational Department**
- **Aspiring to Senior Leadership: Curriculum, Teaching and Learning**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Behaviour**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Management**
- **Aspiring to SEND Leadership**
- **Aspiring to Operational Functions Leadership**

If you are interested in one of our Talent Pathways, please do ask for more details during your school visit or interview.

## EMPLOYEE BENEFITS

We invest in and support our staff by keeping their development a priority, and we are proud to have a range of benefits to ensure staff feel valued, including:

- **Teachers' or local government pension scheme with a generous contribution from the Trust**
  - **Occupational maternity and adoption pay following 26 weeks of continuous service**
  - **Generous annual leave entitlement**
  - **Sabbatical leave entitlement for up to one year (unpaid) after five years' continuous service**
  - **Cycle to work scheme**
  - **Corporate gym membership rates**
  - **Travelcard loan scheme**
  - **Annual training and development opportunities in addition to in-house staff development**
  - **Access to City of London housing allocation scheme**
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## Principals Welcome

### City of London Academy Shoreditch Park

We are currently looking to appoint driven and highly skilled staff members to our talented and experienced staff body who will help us achieve outstanding outcomes (progress 8 of +1 and above) and who are willing to stay the course to achieve this.

If you are aligned with our vision, values and mission to improve students' life chances, we want to hear from you.

We are looking for candidates who will contribute to improving every aspect of the school's provision, even the outstanding elements. The successful candidate will have an eye for detail, recognise excellence when they see it and not be afraid to challenge underperformance when standards are not as high as they should be. You will have the necessary skills and qualities to support the school to achieve its objectives. You will be someone who wants to contribute to all aspects of academy life and who has a constant eye on outcomes for students.

Our staff body is characterised by a relentless focus on student outcomes and supporting students from disadvantaged backgrounds, as well as the attention to detail and high expectations that are required to do so. We have extremely strong behaviour routines with line ups, single file silent corridors and family dining: all the key components of a warm/strict school.

Our Senior Leadership Team is committed to providing the highest quality training and support for staff to enable them to flourish and develop whatever their role in the school.

City of London Academy Shoreditch Park opened in September 2017 and is now a full, thriving school with the highest academic outcomes in the City of London Academies Trust. We are looking for members of staff who will join our mission to continually drive up our progress 8 score of +0.37. Our long-term vision is to become the best school in the country, and to achieve this we need the best teachers and support staff in the country.

Whatever their background or starting point, we aim to teach our students the skills, knowledge and values that will enable them to become happy, successful and employable young adults. Our culture balances expectations of self-discipline with the positive support from teachers that enable students to feel happy and safe in school.

If you share this moral imperative, then we welcome your application for this role.

I look forward to hearing from you.



Holly Arles  
Principal

## Subject Leader P.E - Job Description

**Post:** Subject Leader P.E

**Accountable to:** Vice Principal – Curriculum

**Grade Scale Point Range:** Inner London Pay Scale plus TLR

**Working Pattern:** Full Time, Permanent

**Location:** City of London Academy Shoreditch Park, 40 Hyde Road, N1 5JU

**Disclosure level:** Enhanced

### **Job Purpose**

#### **The Subject Leader – P.E will be expected to:**

- Work with the Senior Leadership Team to secure the strategic vision of the academy in line with the broad educational vision of the City of London Academies Trust, providing outstanding leadership that establishes the academy as a leading provider of high quality education for its students.
- Deliver the highest possible educational standards and create a high expectation culture in which students feel safe, valued and motivated to succeed.
- Assist the Senior Leadership Team in the effective day-to-day organisation and management of the academy and contribute to the leadership capacity of the academy.
- Secure the achievement of specified Key Performance Indicators and targets for P.E as identified in the Academy Strategic Plan.
- Manage standards of learning and behaviour in the department on a day-to-day basis ensuring staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes.
- Provide high quality professional leadership and management for P.E teachers to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.
- Support the delivery of exceptionally high standards of literacy and oracy across the academy.
- Be accountable for the attainment and progress in P.E of all students at the academy.
- Lead on and participate in regular P.E-related trips, workshops and performances.
- Be prepared to support the overall aims of the academy by teaching a subject other than P.E where reasonably required and by showing flexibility in approach as the academy expands.
- Be prepared to occupy a one year temporary position on the Senior Leadership Team, on rotation or by appointment.
- Aspire to create enrichment opportunities for students to study additional aspects of P.E beyond the core curriculum, in line with programmes and facilities that can be found in the Trust's most successful independent schools.

## **Key Responsibilities**

### **Be accountable to the CoLAT through the Senior Leadership Team, Governing Body and CEO for:**

- The attainment and progress in P.E of all students at the academy.
- The effective promotion and implementation of the agreed vision and key principles within the academy, including the principles of simplicity, efficiency and effectiveness.
- Advising and reporting to the Senior Leadership Team as required.

### **Contribute (with the academy Senior Leadership Team) to:**

- Developing the aspirations and self-belief of all students, thereby securing high quality outcomes for all.
- Developing strong productive relationships with a wide range of stakeholders to maintain a learning community that strives for personal growth.
- Effective self-evaluation of outcomes, practice and consequent planning for improvement for the academy.

### **Lead teaching and learning in P.E through:**

- Teaching P.E to all age groups, in particular the most difficult and crucial exam classes.
- Regularly using data to monitor and evaluate the progress and attainment of groups and individuals across all year groups in P.E and putting in place appropriate interventions to improve their achievement.
- Fulfilling the requirements of all academy policies.
- Maximising students' progress and attainment in P.E by liaising closely with the Senior Leadership Team, other Subject Leaders and teachers and the Faculty of Learning.
- Liaising with local feeder schools to ensure smooth transition of skills and content from KS2-3.
- Monitoring the setting and completing of homework in P.E.
- Being a form tutor.

### **Fulfil leadership and management responsibility through:**

- Line managing, performance managing and coaching staff within the P.E department.
- Developing the work of the P.E department, raising the level of attainment in P.E in accordance with academy targets and expectations.
- Challenging underachievement and underperformance of students and staff at all levels and ensuring appropriate action is taken.
- Monitoring and identifying underachieving students from performance data.
- Visiting lessons regularly to ensure the quality of teaching and learning in P.E is closely monitored.
- Patrolling corridors regularly to ensure high standards of behaviour in the P.E department and around the academy site.
- Promoting exemplary standards of conduct, ensuring a continuous and consistent focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Being committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.
- Providing an approachable, authoritative and visible presence in and around the academy.
- Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy's intended outcomes.

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- Fulfilling a strategic leadership role as part of the academy Middle Leadership Team, contributing to the development of the academy and its policies.
- Performing other duties to be determined in discussion with the Senior Leadership Team.

## **Strengthening Community**

- Develop, implement and maintain effective strategies to promote engagement of the whole academy community. In particular to establish effective relationships with all parents/carers and promote their involvement in their children's learning and academy activities.
- Actively support the diversity of the academy's communities and students.

## **Safeguarding and Promoting the Welfare of Children**

- Have knowledge of, and adhere to, safeguarding policies and procedures.
- Ensure a safe and supportive academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation.

## **Other Responsibilities**

- Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
- Ensure equality of opportunity for all staff to facilitate their continuing professional development.
- Be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and statutory guidance Working Together to Safeguard Children in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

## **Standards/Quality Assurance and Additional Responsibilities**

- Fulfil a negotiated teaching commitment and be an excellent classroom practitioner.
- Uphold the academy's behaviour code and uniform regulations.
- Develop links with governors, LEAs and neighbouring schools/academies.
- Conduct assemblies, detentions and duties as designated by the Principal.
- Support extended day activities to enhance students' learning experiences.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
- Lead, attend and participate in meetings, open evenings and student performances.
- Compile statistical returns as required.

## **Key Organisational Objectives**

The postholder will contribute to the academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Sharing the academy's commitment to safeguarding and promoting the welfare of children and young people.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Ensuring customer care and quality assurance initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

## **Associated Duties**

The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken in the course of employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the postholder to ensure that professional duties are discharged effectively.

## **Special Conditions of Service to Note**

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Parent Days, Consultation Weeks, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

## **Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

# **Subject Leader P.E – Person Specification**

## **Our Values and Vision**

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

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## Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

## Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the COLAT Equalities policies.

|                                                                                                                                                                                                                           | Essential | Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Qualifications</b>                                                                                                                                                                                                     |           |           |
| Educated to degree level or equivalent                                                                                                                                                                                    | ✓         |           |
| Qualified teacher status                                                                                                                                                                                                  | ✓         |           |
| Evidence of continuing professional development                                                                                                                                                                           | ✓         |           |
| <b>Experience and skills</b>                                                                                                                                                                                              |           |           |
| Leadership experience, including managing staff and students                                                                                                                                                              |           | ✓         |
| Demonstrable experience of improving student outcomes                                                                                                                                                                     | ✓         |           |
| Experience of having made a significant contribution to the success of an academy through its leadership, student outcomes and ethos                                                                                      |           | ✓         |
| Experience of effective quality improvement within a school environment                                                                                                                                                   |           | ✓         |
| Understanding of innovative approaches to teaching and learning                                                                                                                                                           | ✓         |           |
| Understanding of the National Curriculum and OFSTED Framework                                                                                                                                                             | ✓         |           |
| Demonstrable experience of high quality teaching and learning                                                                                                                                                             | ✓         |           |
| Experience as a form tutor and/or pastoral work                                                                                                                                                                           | ✓         |           |
| Positive effective strategies for whole school behaviour management                                                                                                                                                       | ✓         |           |
| Experience of supporting staff to optimise attainment and progress of students                                                                                                                                            | ✓         |           |
| Ability to use data and ICT effectively to assess performance and raise achievement                                                                                                                                       | ✓         |           |
| Experience of working with children with significant barriers to learning                                                                                                                                                 | ✓         |           |
| Ability to organise whole school/year based activities                                                                                                                                                                    | ✓         |           |
| Knowledge and understanding of schools' statutory responsibilities regarding safeguarding and the needs of students with SEND                                                                                             |           | ✓         |
| Well-developed interpersonal and organisational skills and the ability to work collaboratively, leading to professional development of staff, achievement of department aims, and to the efficient running of the faculty | ✓         |           |
| <b>Teaching and Learning</b>                                                                                                                                                                                              |           |           |
| Outstanding learning secured for students through outstanding teaching and a calm, orderly environment                                                                                                                    | ✓         |           |
| Effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes                                                                                 | ✓         |           |
| <b>Vision and Strategy</b>                                                                                                                                                                                                |           |           |
| Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families                                                                                                      | ✓         |           |

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|                                                                                                                                                                                                                    |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Willingness to engage with parents in order to encourage their close involvement in the education of their children                                                                                                | ✓ |   |
| Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards | ✓ |   |
| Knowledge of the Academy Strategic Plan and the role to be played by the Subject Leader for P.E                                                                                                                    |   | ✓ |
| <b>Leadership</b>                                                                                                                                                                                                  |   |   |
| Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction                                                                               | ✓ |   |
| Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed                                                                                            | ✓ |   |
| Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students                                                                                            | ✓ |   |
| Strong organisational skills and the ability to delegate to others and hold them to account for outcomes                                                                                                           | ✓ |   |
| A deep commitment to the safeguarding and wellbeing of all students                                                                                                                                                | ✓ |   |
| <b>Leading Relationships with Stakeholders</b>                                                                                                                                                                     |   |   |
| Commitment to working with others to secure the best outcomes for children                                                                                                                                         | ✓ |   |
| Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and other external relationships                                               | ✓ |   |
| <b>Work-Related Personal Qualities</b>                                                                                                                                                                             |   |   |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards                                                              | ✓ |   |
| Demonstrate personal and professional integrity, including modelling values and vision                                                                                                                             | ✓ |   |
| Commitment to support the aims of the Trust                                                                                                                                                                        | ✓ |   |
| Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour                                                                             | ✓ |   |
| Evidence of commitment to and understanding of collective responsibility                                                                                                                                           | ✓ |   |

## HOW TO COMPLETE THE APPLICATION

**Vacancy Title:** Subject Leader P.E

**Vacancy Description:** Permanent

**Vacancy Location:** City of London Academy Shoreditch Park

**Vacancy Closing Date:** Friday 19<sup>th</sup> September 2025 12 noon

**Submission:** Applications to be submitted by the TES portal

It is essential that a fully completed application form is submitted. City of London Academies Trust cannot accept CVs alone. It is recommended that you retain a copy of your application form, so you can refer to it if you are invited for interview.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria/competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills, qualifications and any notable awards. These can be selective, and you only need to provide those you consider relevant to the job you are applying for.

Your letter of application/supporting statements is the most significant element of the application form. Using no more than 1,000 words please provide an accompanying letter explaining why you are applying for this post and how your experience, skills, training and personal qualities match the requirements of the role as set out in the job description and person specification.

As part of your letter of application/supporting statement we are interested in knowing your impact so please provide relevant evidence. For instance, if you are seeking a pastoral role provide relevant data on the reduction of exclusions. If seeking a teacher role provide progress and attainment data of classes taught. If you do not meet all the essential criteria, it is unlikely that you will be shortlisted.

City of London Academies Trust asks that all potential employees highlight any relationships to school governors or employees to ensure all applicants are treated fairly.

For example, it may be inappropriate to offer someone a position within an organisation where they work for a family member or asking someone to take a position where they manage grants for voluntary services when their family works for a relevant voluntary organisation.

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks in line with Keeping Children Safe in Education, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

Please provide details of two referees, one of whom should be your present/most recent employer. References will not be accepted from relatives or friends. References are requested for all shortlisted candidates unless you specifically request us not to do so. Open references will not be accepted.

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you will be required to complete a DBS check. Any information received from the DBS will be treated in the strictest confidence. Having a criminal record will not exclude you from appointment, unless it is considered that the conviction renders you unsuitable to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence if an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



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