



Penistone Grammar School Teacher of PE (Girls)

Never Stop Flying





Penistone Grammar School

Never Stop Flying

Principal: Mr P Crook (B.Ed Hons)
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Achieving Excellence through a Values Driven Education

11 February 2026

Dear Applicant

Thank you for expressing an interest in Penistone Grammar School. I hope that the information in this pack is helpful in providing an insight into our learning community.

Penistone Grammar School really is a special place to work. There's no doubt that our amazing student body of 1,900 and our state-of-the-art building, set in beautiful surroundings, make coming to work worthwhile. However, what really makes Penistone the school it is, is our staff. Our success as a school is directly attributable to the collaborative interaction and support between colleagues, complemented by a commitment to doing all they can for the benefit of each and every one of our students. We value the unique contribution each member of staff makes to our learning community.

For more information or to apply, please visit [Hays Education - Penistone Grammar School](#).

If you have any questions about our vacancy or Penistone Grammar School, please contact our recruitment partner at Hays Education – Julia Peat – on 0114 272 1470 or email Julia.peat1@hays.com

Yours sincerely

Mr Paul Crook
Principal



Penistone Grammar School

We are a large and successful school with state-of-the-art facilities. The school comprises of 1900 students including 300 post 16 students. We are fully committed to meeting the needs of all our students and providing them with the very best teaching and learning. Students come to us from the small town of Penistone and from the surrounding villages. We also take students from further afield and we are over-subscribed. Our intake is genuinely comprehensive although we have retained Grammar School in our name to maintain the link with our history.

As the Principal, I am very excited about our future plans and as a staff we are working hard to make the most of our building to ensure that we can provide fantastic, new and exciting learning opportunities. We already share our best practice with other schools. Our ICT infrastructure is first class and the strategic development of ICT is central to the learning and teaching agenda for the school. This is a major focus of the Continuous Professional Development (CPD) programme to make sure that our staff have the skills to deliver new courses and to deliver learning in new and innovative ways. We are focussed on developing our students' ability to learn how to learn and we respond in a structured way to the individual needs of learners. Within this context we are always exploring new approaches to learning for both students and staff. At PGS we are researching and developing the very best pedagogical practice to ensure that Penistone is a flagship for innovation and creativity.

We are a vibrant, oversubscribed 11 to 18 comprehensive school with excellent GCSE results across all subjects; we are recognised as one of the highest performing schools in the region in terms of Key Stage 4 outcomes. Our A level results and destinations are equally impressive, with the school placed in the top 25% in the country and over 95% of students gaining entrance to their preferred choice of university in 2025.

Our school culture is built around our 5 Core Values: Aim High, Be Determined, Be Kind, Be Proud and Be Supportive. We are also extremely proud of our Values Driven approach. Our last Ofsted inspection was very positive, confirming that we are securely 'good' in every category.

We have a great deal to offer, we are a happy educational community where the quality of relationships is of paramount importance for both our students and staff. You will be part of an excellent staff team whose aim is to deliver the highest quality learning opportunities for our students and to ensure that they achieve at the highest possible level. We will support your professional development and work with you in the achievement of your professional objectives.

You will work hard if you join us, but the rewards will be great. We hope you are creative, energetic, skilled, knowledgeable and innovative. We hope you will help us to take our school forward to become truly outstanding in every respect.

We look forward to receiving your application and thank you for the interest you have shown.



Teacher of Girls PE

Penistone Grammar School, Huddersfield Road, Sheffield, S36 7BX
01226 762 114 - www.penistone-gs.uk - @PenistoneGS



Are you a confident and passionate teacher who has an unwavering commitment to ensure all children not only benefit from a first-class PE curriculum, but develop an intrinsic understanding of the importance physical activity plays in their health, wellbeing, and future success?

Penistone Grammar School has a vacancy for a full-time Teacher of Girls PE who has the enthusiasm and drive to join this well-established team.

Contract: Full time, Permanent
Salary Range: MPS/UPS (ECTs welcome to apply)
Start Date: September 2026

About the role:

You will be a Teacher of PE, primarily teaching Girls PE, who has the determination and talent to make a difference in the life of every student you teach; a teacher who shares our vision and can inspire our young people to achieve more than they believe is possible.

The successful candidate will teach PE at KS 3 and 4 (including GCSE and Sports Studies) with the opportunity in future years to teach A level. You will be excited at the opportunity of teaching in these key areas and be fully committed to enriching students' competencies in PE through extra-curricular and competitive sport.

About our school:

Our school culture is built around our 5 Core Values: Aim High, Be Brave, Be Determined, Be Proud and Be Supportive. We are also extremely proud of our Values Driven approach. We are a vibrant, oversubscribed 11 to 18 comprehensive school with excellent GCSE results across all subjects and are recognised as one of the highest performing schools in the region in terms of Key Stage 4 outcomes. Our A level results and destinations are equally impressive, with the school placed in the top 25% in the country, with over 95% of students gaining entry to their preferred choice of university in 2025.

We are committed to professional development for all staff, regardless of role. We have an innovative staff development programme, which truly empowers teachers to take control of their own professional development through a supportive peer-coaching model. Regardless of what point you are at in your career and whatever your aspirations may be, Penistone Grammar School can support you to achieve them. As a school, we pride ourselves on evidence informed practice, consistently high standards of teaching and learning, and a commitment to the success of all students, both academically and pastorally. If you share our vision, we want you to be part of our team.

Who can I speak to for more information?

For an application pack and to apply, please visit [Hays Education - Penistone Grammar School](https://www.hays.co.uk/education/penistone-grammar-school). For any questions about the post or Penistone Grammar School, please contact our recruitment partner at Hays Education – Julia Peat – on 0114 272 1470 or email julia.peat1@hays.com

The closing date for applications is Monday 2nd March 2026 at 10:00am

Please note that interviews will be held on Thursday 12th March 2026.





JOB DESCRIPTION

Penistone Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Title	Teacher
Responsible to	The Principal and Curriculum Area Leader
Grade	Teachers' Main Pay Range/Upper Pay Range

The following information is provided to assist staff joining the school to understand and appreciate the work, content of the post and role they are to play in the organisation. Whilst every effort 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 which assume all the usual associated routines.

CONTEXT

The job description should be read alongside the range of professional duties of teachers as set out in the [Teachers' Pay and Conditions document](#). The post holder will be expected to undertake duties in line with the [Teachers' Standards \(England\)](#). The post holder will be expected to undertake the duties set down in person, or remotely (online) if/when required.

MAIN DUTIES

Planning, Development and Co-ordination:

1. To set challenging teaching and learning objectives which are relevant to all students in the class.
2. To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will ensure students' learn appropriate and relevant knowledge, skills and understanding.
3. To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
4. To contribute to team teaching, meetings and events.
5. To plan for the deployment of any associate (support) staff who are contributing to students' learning.
6. To plan opportunities for students to work in a variety of ways, including independently.
7. To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
8. To implement the subject development plan in conjunction with the Curriculum Area Leader.
9. To contribute to the development of schemes of work (or similar) and other documentation for the curriculum area.
10. To develop strategies to promote new teaching techniques and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
11. To contribute to professional development activities as part of the planned programme for the school, promoting the sharing of good practice.

Monitoring and assessment:

1. To make appropriate use of the school's and department's assessment and feedback framework to evaluate students' progress towards planned learning objectives.
2. To use assessment information to improve planning and teaching.
3. To assess the effectiveness of learning activities and provide immediate and actionable feedback to support students as they learn.
4. To involve students in reflecting on, evaluating and improving their own performance and progress.
5. To assess students' progress accurately against appropriate standards.
6. To identify and support students with a range of abilities and needs including (but not limited to) those identified as SEND, disadvantaged (Pupil Premium) and those experiencing behavioural, emotional, and social difficulties.
7. To identify the levels of attainment for students learning English as an Additional Language (EAL) and identify learning activities to provide cognitive challenge as well as language support.

Aim High



Be Determined



Be Kind



Be Supportive



Be Proud

MAIN DUTIES

8. To record students' progress and achievements systematically, providing evidence of the range of their work produced to evaluate progress and attainment over time and inform planning.
9. To report on students' attainment to parents, carers, other professionals and students' as appropriate.

Teaching and Class Management:

1. To have high expectations of students and build successful relationships focused on high quality teaching and learning.
2. To establish a purposeful and inclusive learning environment where diversity is valued and where students feel safe, secure and confident.
3. To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students within the age range.
4. To teach clearly structured lessons or sequences of work which interests and motivates students, making learning objectives clear, employing effective techniques and strategies to positively impact learning.
5. To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
6. To be responsive and adapt teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups, to help them progress.
7. To organise and manage teaching and learning time effectively.
8. To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
9. To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policies, to anticipate and manage students' behaviour constructively and promote self-control and independence.
10. To use ICT effectively in the delivery of teaching and learning.
11. To take responsibility for teaching a class or classes over a sustained and substantial period of time.
12. To take responsibility for teaching and leading a mentor group over a sustained and substantial period of time.
13. To provide home learning (homework) and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
14. To work collaboratively with other professionals and manage the work of associate (support) staff to enhance students' learning.
15. To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policies and procedures.
16. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
17. To attend and participate in regular meetings including the Teacher Development Coaching Programme.
18. To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and self-evaluation processes.

Achievement Mentor:

1. Create a positive ethos and learning culture across the mentor group.
2. Mark the attendance register in line with school policy.
3. Be aware of the needs and progress of each individual in the mentor group and encourage them to realise their potential.
4. Discuss and agree targets with individual students in response to effort reviews and ensure that students record the targets in their planners.
5. Discuss and agree strategies for the achievement of targets with individual students.
6. Use attendance data pro-actively with individual students to encourage good attendance.
7. Deliver the agreed mentor programme.
8. Actively encourage mentees to engage in PSHE and student voice programs.
9. Ensure compliance within the mentor group with school policies on uniform, behaviour and punctuality.
10. Contribute comments to reference requests for students within your mentor group.
11. Attend and contribute to year team meetings.
12. Work with the Achievement Leader to promote the well-being and progress of the year group.



GENERAL INFORMATION

1. To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage staff and students to follow this example.
2. To promote actively the school's policies.
3. To actively promote and undertake personal professional development and contribute to the professional development of colleagues.
4. To participate within the school's process for appraisal and performance management.
5. To comply with the school's Health and Safety Policy and undertake risk assessments as necessary.
6. To comply with the school's procedures concerning safeguarding

OTHER POINTS OF NOTE

- 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 within this job description on a short-term basis.
- Employees are expected to maintain a standard of business dress conducive to their position as a professional and in setting an example to students. The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Strategic Leadership Team.

REVIEW ARRANGEMENTS

This job description will be kept under review and may be amended via consultation with the individual, Governing Body/or Strategic Leadership Team as required. Trade union representation will be welcomed in such discussions.

The details within this job description were revised on **16 March 2022**.





EMPLOYEE SPECIFICATION

Penistone Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Job Title	Teacher
Responsible to	Principal and Curriculum Area Leader
Grade	Teachers Main Pay Scale/Upper Pay Scale

TEACHING AND LEARNING	Essential	Desirable
Sound knowledge of the National Curriculum at KS3 in the relevant curriculum area	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to teach GCSE and a willingness to teach 'A' Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A willingness to use a range of teaching and learning techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>
An awareness of equal opportunity issues in teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to set and assess learning tasks that are appropriate to each student for classwork and homework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to maintain a safe, stimulating, efficient learning environment which is enlivened by relevant regularly changing displays	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to follow the curriculum area's schemes of work and homework schedules and be involved in regular updating, and review	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to assess, monitor and report students' progress in line with agreed whole school policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to keep adequate records on students in your charge	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Enable all students to achieve according to their potential	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT skills and their application to teaching and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Awareness of development in approaches to assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Awareness of the National Strategy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Awareness of Assessment for Learning Strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>

EXPERIENCE	Essential	Desirable
Experience of teaching the secondary age range (or relevant school experience if newly qualified)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of a wide range of student ability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teach across the ability range KS3, KS4	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Aim High



Be Determined



Be Kind



Be Supportive



Be Proud

EXPERIENCE	Essential	Desirable
Experience of 'A' Level work	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of ICT for teaching and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>

EDUCATION, QUALIFICATIONS AND TRAINING	Essential	Desirable
Qualified Teacher Status	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good subject qualifications at GCSE, A level and degree level	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ICT literate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A commitment to undertake further professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL FACTORS	Essential	Desirable
A commitment to the on-going development of Penistone Grammar School	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A willingness to share information and expertise	<input checked="" type="checkbox"/>	<input type="checkbox"/>
An enthusiasm for the subject	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A willingness to contribute to school life beyond the curriculum area, in extra- curricular activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A flexible approach to accommodate the changing needs of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A positive attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Honesty and reliability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personally well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A willingness to lead by example	<input checked="" type="checkbox"/>	<input type="checkbox"/>