



The Sycamore
Church of England
Trust

Grow together, Learn forever

Personal Development and Wellbeing Lead
With class teacher responsibility for an UKS2 class
Radcliffe Hall CE/Methodist Primary School

Recruitment Pack

Closing Date: Friday 8th May 2026

Interview Date: Monday 18th May 2026

Start Date: 1st September 2026



Personal Development and Wellbeing Lead

Working Hours:	32.5 hours per week
Base:	Radcliffe Hall CE/Methodist Primary School
Grade:	Main Payscale 3 to UPS3 (with TLR2a)
Contract:	Permanent

The Sycamore CE Trust is seeking to appoint a Personal Development and Wellbeing Lead. The Personal Development and Wellbeing Lead, under the direction of the headteacher, will take primary responsibility for Personal Development and Wellbeing across the school to deliver:

- A programme for Personal Development which is broad, coherently planned and suitable for our school's context.
- CPD for staff to equip them with the knowledge and skills they need to teach the content of the Personal Development programme.

If you are ready for a new challenge, we want to hear from you!

What you can achieve with us:

- **Grow with us:** As our Trust expands, so do your opportunities, meaning you can develop your role and progress your career as we grow together.
- **Make an impact:** Your initiative and ideas will help shape how we work and deliver real change within your school.
- **Experience variety:** No two days are the same; you will be supporting projects, solving problems, and making things happen.
- **Develop your skills:** Access Trust-wide CPD, support, and the chance to build your expertise across all operational areas within an educational environment.
- **Prioritise your wellbeing:** Benefit from an excellent pension package, confidential wellbeing services, online GP, physiotherapy, and more.
- **Feel supported:** Full training and ongoing support will be provided to the right candidate. If you have the drive and potential, we will help you succeed.
- **Join a great team:** Work with a collaborative, supportive team that values your contribution.

What you will do:

- Provide strategic direction for Personal Development and Wellbeing across the school.
- Plan, prepare, and deliver structured lessons aligned with the national curriculum.
- Provide support for the Head Teacher in preparing reports to share with the MAT or the Local Academy Committee.

What you will bring:

- A passion for enrichment and seeking out opportunities to enable all pupils to gain the knowledge and skills that they will need for the next stage in their life.
- At least two years' teaching experience (this job is not suitable for an ECT).
- Experience working with pupils with SEND or EAL.

Ready to grow with us?

For an informal chat and to visit the school, contact Liz Cook (Head Teacher) on 0161 724 4928 (option 2)

Apply now—do not wait!

We may close early if we find the right person. Apply via Greater Jobs or our Trust website. **We are unable to accept CVs or paper applications**, please email recruitment@thesycamoretrust.co.uk if this causes you an issue.

Employees of the Trust have a responsibility for, and must be committed to, safeguarding, and promoting the welfare of children and young people and for ensuring that they are protected from harm.



Job Description

Post Title	Personal Development and Wellbeing Lead (with teaching responsibility for an UKS2 class)
Responsible to:	Head Teacher and Trust Leadership Team
Location:	Radcliffe Hall CE/Methodist Primary School, Bury Street, Radcliffe M26 2GB Trust wide working may be required.

Main Purpose of the Role

In addition to:

Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#).

Meeting the expectations set out in the [Teachers' Standards](#).

The Personal Development and Wellbeing Lead, under the direction of the headteacher, will take lead responsibility for Personal Development and Wellbeing across the school to deliver: A programme for personal development which is broad, coherently planned and suitable for our school's context.

CPD for staff so that they have the knowledge and skills they need to teach the content of the personal development programme.

Special Conditions of Service

- Attendance at evening meetings may be required.
- Staff may be deployed at other schools within the Trust, should the need arise.

Immediately Responsible for:

Pastoral team of teaching assistants.

Core Responsibilities and Tasks

Leadership Responsibilities

Strategic direction

- Develop and implement policies for Personal Development and Wellbeing that provide exciting and sustainable enrichment opportunities for all our pupils.
- Have a good understanding of how the Personal Development and Wellbeing programme is impacting on pupil achievement.
- Use this understanding to feed into the School Development Plan (SDP) and produce an action plan for Personal Development and Wellbeing.

Job Description

- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values.
- Consult pupils, parents/carers and staff about the Personal Development and Wellbeing programme and assess the feedback against the school's vision, values and aims.
- Work with the Special Educational Needs Co-Ordinator (SENCO) and Inclusion Lead to ensure the Personal Development and Wellbeing programme meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Work with subject leaders to understand how their subject can feed into enrichment opportunities and support them in planning projects such as Science Week and Enterprise Week.
- Liaise with the multi-academy trust on Personal Development-related projects and activities.
- Share outstanding practice, knowledge and expertise throughout the school as appropriate.
- Be supportive of the Christian values, ethos and foundation of the school.

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for Personal Development and Wellbeing.
- Implement Personal Development and Wellbeing initiatives that are based in current research.
- Oversee the planning of a programme that:
 - Is diverse, inclusive and representative of our school community
 - Meets the needs of all pupils across the school
 - Is effectively and consistently implemented across the school
- Develop, implement and monitor systems for tracking the effectiveness of personal development and wellbeing programmes including monitoring of behaviour logs, attendance data and achievement data.

Leading and managing staff

- Provide support to staff regarding the implementation of Personal Development and Wellbeing programmes.
- Monitor Personal Development and Wellbeing programmes to see how they are being implemented and how well they are delivered across the school.
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD).
- Coach and model team teaching.
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate.

Job Description

- Work with the team of pastoral teaching assistants to monitor workload, implement interventions and signpost to resources.

Efficient and effective deployment of resources

- Provide support with resources needed for enrichment opportunities.
- Audit the current programme of enrichment and personal development to assess any resources or budget needed.
- Ensure resources used are diverse, inclusive and accessible.
- Audit, check and manage resources to ensure they are up to date and match pupil and programme needs.
- Work with the Headteacher to manage any budget allocated effectively to ensure it is spent on resources that add value and enhance the learning experience.

Working with stakeholders

- Provide support for the Headteacher in preparing reports to share with the MAT or the Local Academy Committee.
- Work with parents/carers to encourage them to engage with our Personal Development programme and gather views and wishes to support any further development.
- Work with similar leads across the Trust.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Personal Development and Wellbeing Lead will carry out. The postholder may be required to undertake other duties appropriate to the level of the role.

Classroom Responsibilities

Teaching & Learning

- Plan, prepare, and deliver structured lessons aligned with the UKS2 curriculum.
- Adapt teaching methods and adjust activities to meet the diverse needs and learning styles of pupils.
- Use a range of resources, including digital tools, to enhance learning.
- Ensure pupils can access learning activities through specialist support e.g. curriculum/SEN specialism.
- Provide home learning opportunities and work with parents to support their child's progress.

Assessment & Progress

- Assess pupil progress through observations and tasks as directed by the Headteacher.
- Track attainment and maintain accurate records.

Job Description

- Identify and support pupils with additional learning needs.
- Prepare reports for parents, carers, and the Headteacher.

Classroom & Behaviour Management

- Create a positive, inclusive classroom environment.
- Promote good learning habits, attendance, and punctuality.
- Deal promptly with conflict and incidents and encourage pupils to take responsibility for their own behaviour in line with established school policy.

Safeguarding & Pastoral Care

- Ensure the safety and well-being of all pupils.
- Recognise and report safeguarding concerns according to statutory guidelines.
- Build positive relationships with pupils to support emotional development.

Corporate Responsibilities

All employees of The Sycamore CE Trust have a responsibility for, and must be committed to, safeguarding, and promoting the welfare of children and young people and for ensuring that they are protected from harm.

In addition, we expect all employees to:

- Be aware of, support and contribute to the ethos and values of the Trust.
- Recognise own strengths and areas of expertise and use these to support and advise others.
- Participate in training and other learning activities and performance development as required.
- Familiarise themselves with, and adhere to, all relevant Trust Policies and Procedures
- Comply with the Trust's Health and Safety requirements.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional to Note

This is an outline job description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any other reasonable duties as directed by the Trust. Duties may be subject to periodic review, in consultation with the postholder, to reflect the changing work composition of the Trust.

Person Specification		
Qualifications, Knowledge, Skills, and Experience	Essential or Desirable	Assessment Method
Qualifications and Training		
Qualified Teacher Status (QTS).	Essential	Application Form, Interview, Reference
Degree or equivalent qualification relevant to teaching.	Essential	
Evidence of ongoing professional development.	Essential	
Engagement or willingness to engage with a NPQ programme.	Desirable	
Additional training in SEND.	Desirable	
Knowledge and Experience		
At least two years teaching experience (this job is not suitable for an ECT).	Essential	Application Form, Interview, Reference
Experience of teaching in UKS.	Essential	
Experience using a range of strategies to support varying abilities and learning styles.	Essential	
Experience of supervising other staff and delegating work.	Essential	
Experience working with pupils with SEND or EAL.	Essential	
Experience using formative and summative assessment to track progress.	Essential	
Experience of contributing to a School Development Plan	Desirable	
Understanding of how a robust and coherent programme of personal development can support pupils' wellbeing and progress	Essential	
Awareness of local and national organisations that can support with delivering a robust personal development programme.	Desirable	
Ability to adapt teaching to meet pupils' needs	Essential	

Person Specification		
Qualifications, Knowledge, Skills, and Experience	Essential or Desirable	Assessment Method
Ability to build effective working relationships with pupils.	Essential	
Knowledge of guidance and requirements around safeguarding children, with particular understanding of how to keep children safe online.	Essential	
Skills, Abilities & Personal Qualities		
Ability to plan engaging opportunities for pupils' learning.	Essential	Application Form, Interview, Reference
Strong communication skills with pupils, colleagues, and parents.	Essential	
Ability to create an inclusive, supportive, and stimulating learning environment.	Essential	
Extremely effective classroom and behaviour management skills.	Essential	
Strong organisational skills and ability to meet deadlines.	Essential	
Ability to use assessment data to inform future teaching.	Essential	
Use of ICT for administration purposes: current Windows based packages including Microsoft Word, Excel, Outlook, and PowerPoint.	Essential	
Awareness of confidentiality and ability to deal appropriately with sensitive or difficult situations.	Essential	
Display the highest levels of integrity and complete discretion and trustworthiness.	Essential	
Ability to contribute creatively to wider school life (e.g., clubs, events, enrichment).	Desirable	
Passion for teaching and commitment to pupil progress.	Essential	
Positive, enthusiastic, and approachable manner.	Essential	
Resilience, flexibility, and ability to adapt to changing needs.	Essential	

Person Specification

Qualifications, Knowledge, Skills, and Experience	Essential or Desirable	Assessment Method
Strong sense of responsibility and professionalism.	Essential	
Commitment to equality, diversity, and inclusion.	Essential	
Confident, authoritative, and able to work productively with a wide range of staff, parents and pupils.	Essential	
A commitment to safeguarding and promoting the welfare of children.	Essential	
Willingness to take part in whole-school development opportunities.	Essential	
Desire to engage in reflective practice and continuous improvement.	Essential	
A Christian faith or a willingness to support the Christian ethos of the school	Essential	