



# Recruitment Pack

Leader of Media inc. Teacher of English

Start date: September 2026

Full Time, Permanent



## Vision

Together we belong, develop character and achieve excellence



## Values



Responsibility



Kindness



Resilience

## Curriculum Intent



Promotes a love of learning and provides an environment for all students to succeed in, whatever they aspire to do.



Places high value on the breadth, acquisition, retention and application of knowledge.



Enriches and bridges gaps in cultural knowledge.



## Leader of Media inc. Teacher of English

Contract: Permanent

Closing Date: 8am on Monday 20<sup>th</sup> April 2026

Salary Range: MPS/UPS + TLR 2a

This is an exciting opportunity for a talented colleague to join our vibrant and ambitious school as a Leader of Media, including Teacher of English.

Benton Park School is a thriving, inclusive comprehensive school located in Rawdon, on the outskirts of Leeds. With over 1,500 students—including a vibrant Sixth Form of over 200—we are proud to serve a diverse and supportive local community. Our recent move into a £28.5 million state-of-the-art building has created an inspiring environment for learning and working, underpinned by cutting-edge classroom technologies.

As part of the Moorlands Learning Trust, we are committed to delivering a truly aspirational education for all. Our school vision—“Together we belong, develop character and achieve excellence”—captures our belief in the power of community, personal growth, and high achievement. We are proud to be a school that goes from strength to strength, with good behaviour and attendance and strong outcomes and destinations for our students.

Our values—Kindness, Resilience, and Responsibility—shape our culture and guide every interaction. They underpin our commitment to developing confident, compassionate, and capable young people who are ready to make a positive contribution to society.

We celebrate the importance of community through a rich calendar of events that bring our school to life. Highlights such as Live in LS19 music festival, Enterprise Day, Sports Day, and our school performances provide students with opportunities to showcase their talents, develop leadership and teamwork skills, and build lasting memories. These events unite students, staff, families, and the wider community, reinforcing our ethos and strengthening the sense of belonging that defines Benton Park.

Our curriculum is broad, balanced, and enriched by opportunities for personal development, leadership, and community engagement—including strong partnerships with local primary schools through the Aireborough Learning Partnership Trust. We also take pride in our unique morning meeting structure, our strong pastoral care, and our relentless focus on effective teaching and mentoring, which together ensure excellent outcomes and a strong sense of connection for every student.

Benton Park is more than a school—it's a place where students grow, belong, and flourish.



## About Benton Park School

Benton Park School is a popular and oversubscribed comprehensive school located to the north-west of the vibrant and diverse city of Leeds. We are proud to serve a wide catchment area including Rawdon, Yeadon, Calverley and Farsley as well as areas further into Leeds and Bradford. Our families are incredibly supportive, and we work closely with a number of local primary schools through strong partnerships, including our work with the Aireborough Learning Partnership Trust.

We are fortunate to have benefited from a £28.5 million investment in our premises, resulting in a state-of-the-art learning environment that inspires both students and staff. Our bespoke Sixth Form centre has been extensively refurbished to create a welcoming and aspirational space for post-16 study, and our Sixth Form continues to grow in strength and popularity.

Our vision—“Together we belong, develop character and achieve excellence”—drives every aspect of our work. It is supported by our core values of Kindness, Resilience, and Responsibility, which underpin our inclusive ethos and commitment to developing well-rounded, confident young people. Our Personal Development Curriculum places a strong emphasis on mental health and wellbeing, helping students to build the skills and character needed for success in life beyond school.

We believe in celebrating success and fostering a culture of inclusivity and positivity. Our rewards system recognises students who go above and beyond, and our philosophy—a busy student is a successful student—is reflected in the wide range of enrichment opportunities we offer. These include lunchtime and after-school clubs, educational visits both in the UK and abroad, and a thriving Duke of Edinburgh Award programme.

Community events are central to our school identity. Annual highlights such as Live in LS19 music festival, Enterprise Day, Sports Day, and our school performances bring our community together, showcase student talent, and reinforce our values in action. These events help build character, confidence, and a strong sense of belonging—making Benton Park not just a place to learn, but a place to grow and thrive.



## Welcome from the Headteacher



Thank you for your interest in joining Benton Park School.

As a Leader of Media, you would play a vital role in supporting our vibrant school community and helping to shape a strong, positive, and successful learning experience for all students. Your contribution would be part of a wider team effort that ensures every child feels safe, supported, and ready to thrive.

We are looking for a highly motivated, positive colleague who can contribute to maintaining excellent standards in all areas of school life. A team player, you will have the ability to form high-quality relationships with staff, students, and families alike.

Benton Park is a thriving, inclusive and oversubscribed comprehensive school located in Rawdon, on the outskirts of Leeds. We serve a diverse and supportive community and we are proud to recognise and celebrate this. Our school is proud to be part of the Moorlands Learning Trust, and we continue to go from strength to strength—with excellent behaviour, great attendance and strong outcomes and destinations for our students.

Our vision—“Together we belong, develop character and achieve excellence”—drives every aspect of our work. It is underpinned by our core values of Kindness, Resilience, and Responsibility, which shape our culture and guide every interaction. We are proud to have received national recognition for our inclusive and values-driven approach, including the RED Award for Diversity and Inclusion and the UK Gold Feminista Award for promoting gender equality and student voice.

We take an evidence-informed approach to school improvement. There are no gimmicks or silver bullets—just a relentless focus on doing the simple things well, every day. Our ‘warm-strict’ approach instils strong learning habits and helps students become better qualified, more successful, and happier. We expect students to follow routines, wear their uniform with pride, and be fully engaged in their learning.

Our curriculum is designed to ensure students know and remember more as they progress, with clear Learning Journeys and Progression Models that promote mastery and a love of learning. We place high value on the breadth, retention, and application of knowledge, and actively work to enrich and bridge gaps in cultural capital.

We also celebrate success at every opportunity. Our positive rewards culture recognises students who go above and beyond, and our philosophy—a busy student is a successful student—is reflected in our wide range of enrichment opportunities. These include lunchtime and after-school clubs, educational visits in the UK and abroad, and a thriving Duke of Edinburgh Award programme.

Community events are central to our identity. Annual highlights such as our music events including our Live in LS19 festival, Enterprise Day, Sports Day, and our school performances bring our community together, showcase student talent, and reinforce our values in action. These events help build character, confidence, and a strong sense of belonging.



# BENTON PARK SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

Our Personal Development Curriculum places a strong emphasis on mental health and wellbeing—ensuring students are equipped not only for academic success but for life beyond school.

Joining Benton Park means becoming part of a school that is ambitious, inclusive, and deeply committed to making a difference. We look forward to welcoming a new colleague who shares our values and wants to contribute to our continued success.

Mr N Skilton  
Headteacher



## Teaching and Learning at Benton Park

### **I Do, We Do, You Do**

Our teaching model is built around Rosenshine's Principles of Instruction and follows I Do, We Do, You Do. Teachers ensure that they model excellence before scaffolding and guiding students to produce the best quality work possible. This enables students to then produce outstanding work during their independent practice.

### **Learning Journeys and Progression Models**

All of our teaching is built around our Learning Journeys and Progression Models. We believe that students should 'master' their learning and, in doing so, know and remember more. Our subject areas have developed high-quality and effective Learning Journeys and Progression Models to support this and ensure there are opportunities for immediate and effective feedback.

### **Subject Specialism**

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

### **Professional Development**

Developing our staff is incredibly important to use. All staff have access to professional development across the school calendar. We believe that the best professional development is not a one-off event but a process. To support the development of teaching across the school we use Teaching Walkthrus. Many of our staff also access external courses including NPQs.

### **Benton Park Fundamentals**

At Benton Park, we build our teaching around some crafted fundamentals to support teaching and learning. We explicitly teach these to our students to ensure that learning time is maximised and that transitions are effective. We pride ourselves on support all learners, including our most vulnerable, having access to the highest quality support through these fundamentals

### **Reading**

Reading, and literacy, form central pillars of our approach with students. Students have the opportunity to be read every morning to develop their reading and also their cultural capital. We expect every member of our School community to talk in full sentences at all times to support our drive for improved oracy and, subsequently, literacy levels.



## Job Description

<b>Role</b>	<b>Subject Leader – Media Studies</b>
<b>Allowances:</b>	<b>MPS/UPS + TLR 2a</b>
<b>Responsible to:</b>	<b>SLT Link</b>
<b>Line Manage:</b>	<b>Teaching staff within Media Studies Department (Media Studies and Media Production)</b>
<b>Review Date:</b>	<b>September 2027</b>

### Purpose of the Job

As a member of the Extended Leadership Team, the Subject Leader for Media Studies provides strategic and operational leadership so that every pupil experiences a high-quality, ambitious curriculum and achieves excellent outcomes, with strong character and a sense of belonging. The post-holder leads curriculum, teaching, assessment and quality assurance across Media Studies department, and contributes fully to whole-school improvement in line with Benton Park's vision: "Together we belong, develop character and achieve excellence."

### Main Purpose

Under the direction of the Headteacher (and working closely with the Deputy Headteacher, Quality of Education), the Subject Leader for Media Studies will:

- Determine the strategic development of the group of Media Studies subjects including curriculum and provision (11–18).
- Be responsible for the day-to-day operation of Media Studies, including curriculum delivery, assessment, staffing and quality assurance.
- Provide professional guidance to colleagues, working closely with staff, students, parents/carers and relevant partners.
- Fulfil the responsibilities of a teacher as set out in the STPCD.
- The role exists within the English faculty and will require the post holder to teach English.

### Duties and Responsibilities:

#### Strategic development

- Own a clear vision for Media Studies, and any associated subjects, that aligns with school and Trust priorities.
- Lead an annually reviewed Media Studies Improvement Plan with KPIs, milestones, CPD and a QA timeline.
- Ensure the department's work is integrated into school self-evaluation and the School Development Plan.
- Maintain awareness of national curriculum developments, examinations and Ofsted expectations and translate these into practical faculty actions.

#### Curriculum, assessment and qualifications

- Lead a coherent, sequenced 11–18 (or 14-18 where applicable) curriculum with clear progression, disciplinary thinking and explicit vocabulary.



- Ensure robust assessment: common assessments, standardisation and moderation; analysis of attainment/progress; evidence-informed intervention.
- Oversee exam-readiness and compliance (e.g., specifications, NEA requirements, timetable readiness, subject reviews).

## **Teaching, learning and professional development**

- Model excellent teaching and implement the school's T&L framework across the department.
- Lead instructional coaching, co-planning and targeted CPD; support ITT/ECT development and embed consistent pedagogy.
- Plan and run QA cycles (learning walks, book looks, student voice, planning reviews); translate findings into targeted support and re-assess impact.
- Champion literacy and disciplinary reading and ensure adaptive teaching for diverse learners in partnership with SENCo and Pastoral teams.

## **Outcomes, data and intervention**

- Set clear KPIs for attainment, progress and participation; conduct timely data reviews at class, group and subject level.
- Identify underperformance; design and quality-assure Wave 1–3 interventions; evaluate impact and sustain improvement.

## **People leadership and deployment**

- Line-manage department staff: set objectives, coach, appraise, and develop succession.
- Deploy staff to maximise expertise; ensure robust continuity of learning when staff are absent and effective cover work is in place.
- Support and develop non-specialist teachers delivering the subject, ensuring they have the guidance, resources and coaching needed to deliver high-quality lessons.

## **Enrichment, fieldwork and community**

- Lead an engaging, safe programme of fieldwork, visits, lectures and enrichment that enhances curriculum intent and widens participation.
- Build productive links with subject associations, HE/FE, local partners and awarding bodies.

## **Resources, budget and operations**

- Hold and manage the faculty budget; ensure best value, compliant procurement and accurate inventory control.
- Ensure schemes, assessments and policies are current; maintain accurate faculty documentation and meet internal deadlines.
- Work with the EVC and site/operations teams to assure Health & Safety in classrooms, specialist spaces, fieldwork and trips.

## **Safeguarding, inclusion and wellbeing**

- Uphold statutory safeguarding responsibilities and the school's policies.
- Work with the DSL, SENCo and pastoral leaders to remove barriers to learning and secure attendance, conduct and wellbeing.

## **Additional Duties**



- To be First Aid and Mental Health First Aid trained and respond to requests for First Aid/MHFA in line with the school's policies.
- To assist in the organisation and operation of key whole school events, including attendance at events.
- Support and promote the school's policies on diversity and equality of opportunity.
- To be aware of and comply with school and Trust policies and procedures, ensuring all concerns are reported appropriately in a timely manner.
- To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data ensuring all concerns are reported appropriately in a timely manner.
- Undertake any other duties commensurate with the grade of the post.

### **Variation in Role**

Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the school's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties and subjects specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time, commensurate with the grading level of the post and following consultation with the post holder. All ELT members fulfil the requirements of the School Teachers' Pay and Conditions Document and relevant legislation. The post-holder will be familiar with and uphold the school's Safeguarding, Health & Safety, Equality, Inclusion, and Data Protection policies.

### **Health and Safety**

The post holder will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.



## Person Specification

Attributes	Essential	Desirable	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree and QTS; sustained record of high-quality teaching; evidence of recent, relevant CPD</li> <li>Strong track record of effective teaching and improving classroom practice through coaching/CPD.</li> </ul>	<ul style="list-style-type: none"> <li>NPQ (e.g., NPQSL/NPQLT) or postgraduate study; experience teaching to A level in Media Studies.</li> <li>Successful leadership with measurable impact on outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Certification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Evidence of initiating, leading and managing change programmes that improved provision and outcomes.</li> <li>Ability to prioritise, plan and organise strategically and operationally; direct and performance-develop others.</li> <li>Designing and implementing assessment systems (common assessments, standardisation, moderation), and using outcomes to plan intervention and improve teaching quality.</li> <li>Designing, implementing and evaluating interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Contribution to Trust/system leadership; leading parent/community curriculum experiences; presenting to governors/Trust.</li> <li>Leading improvements in post-16 (e.g. A level outcomes, subject uptake, destinations).</li> <li>Collaborative, open leadership style; skilled at building capacity and holding to account.</li> <li>Planning and delivering QA cycles (learning walks, book looks, student voice, planning reviews), translating findings into targeted support and re-reviewing impact.</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Deep grasp of disciplinary concepts in Media Studies and how</li> </ul>	<ul style="list-style-type: none"> <li>Interprets progress/attainment data insightfully at</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>



	<p>these are sequenced 11–18 so that knowledge and skills build cumulatively.</p> <ul style="list-style-type: none"> <li>• Ability to model excellent teaching and coach others; applies evidence-informed approaches (e.g. retrieval, spaced practice, explicit instruction, worked examples, metacognitive strategies) with disciplined implementation.</li> <li>• Secure knowledge of formative and summative assessment, validity/reliability, mark-scheme design, standardisation and moderation; confident at diagnosing misconceptions from work samples and pivoting teaching accordingly.</li> <li>• Clear communication (oral/written)</li> </ul>	<p>pupil/class/subject level; uses KS2/KS3 prior attainment, internal points and exam indicators to set KPIs, prioritise action, and evidence impact; confident with dashboards and producing succinct reports.</p> <ul style="list-style-type: none"> <li>• Risk management for visits/fieldwork.</li> <li>• Effective use of educational technology to enhance modelling, reading and feedback.</li> </ul>	
<b>Character</b>	<ul style="list-style-type: none"> <li>• Unwavering commitment to inclusive education, high expectations and pupil dignity.</li> <li>• Professional integrity, resilience, and visible optimism; models Benton Park values.</li> <li>• Organised, calm under pressure; able to meet deadlines and adapt to changing priorities.</li> <li>• Work effectively as a member of a team</li> <li>• Good sense of humour</li> <li>• Ability to receive and act on feedback</li> <li>• Strong attention to detail</li> <li>• Ability to work under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to offer time to improve student experience e.g. extra-curricular, trips and visits</li> <li>• Creative problem-solver who contributes to trust-wide evaluation and dissemination of best practice.</li> <li>• Able to deliver challenging feedback with professional sensitivity and follow-through.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>



# BENTON PARK SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

- Commitment to the full life of the school
- Clear, persuasive communicator — oral and written — for staff, students, parents and governors.
- Builds productive multi-agency partnerships; secures strong parent/carer engagement.

***We are actively committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All appointments will be made subject to an enhanced DBS disclosure.***

***We promote diversity and want a workforce which reflects the population of Leeds.***



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