

King Edward VI School
Bury St Edmunds

Inspiring young people in Bury St Edmunds since 1550



Teacher of PSHE (Parental Leave Cover)
Applicant Information Pack
May 2026



Curiosity | Care | Courage | Creativity

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Required for September 2026

Teacher of PSHE - Parental Leave Cover

1 term fixed - September to December 2026

MPR/UPR

Full time

For September 2026 we are looking to appoint someone for one term of Parental Leave cover. PSHE is timetabled as part of the curriculum for our Key Stage 3 students (max class size 20). This is a great opportunity to have significant autonomy and freedom in delivering this life changing subject for young people.

We are therefore seeking to appoint a person who:

- is passionate about PSHE and is able to inspire and educate our students to move with confidence through adolescence and be well prepared for life in modern Britain
- is committed to working within comprehensive education, and to improving outcomes for all young people
- Is committed to equality of opportunity in the widest sense and passionate about tackling social disadvantage
- can work effectively as part of a wider school team, and make a positive contribution to our ethos and values.

King Edward VI CEVC School is a successful, oversubscribed 11-16 school with 1200 students on roll. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and with good links to the A14.

If you have any questions about the post, do not hesitate to get in touch with Sarah Trueman, HR & Training Manager slt@king-ed.suffolk.sch.uk

We welcome candidates from a diverse range of backgrounds and are fully committed to equality of opportunity.

Further information about our school can be found here:

[Home - King Edward VI School \(king-ed.suffolk.sch.uk\)](http://king-ed.suffolk.sch.uk)

Thank you for your interest in King Edward VI School.

Closing Date - 9 am Wednesday 13 May 2026

Interviews TBC

King Edward VI School

Thank you for your interest in King Edward VI School. I would like to take the opportunity to explain why this is such a great school.

King Edward VI School has been focused on providing world class education for nearly 500 years and mixes a strong history of academic excellence with a deep commitment to helping every child achieve.

At King Edward VI School we believe that teachers need the freedom and support to plan innovative and exciting lessons for our students. We are passionate about removing the barriers to great teaching and ensuring every teacher has the resources needed to deliver high quality lessons.



Embedded deep within the community of Bury St Edmunds we have long standing links within the area which create educational opportunities way above what is normally possible. We are proudly part of a local partnership which provides high quality education for children from 3-18 years, working closely with many local primary schools as well as Abbeygate Sixth Form and West Suffolk Colleges.

With amazing sports facilities, including access to a floodlit athletics arena and cutting-edge performing arts provision we provide our students with great opportunities. For us, at King Edward VI, learning is not just about passing examinations but experiencing a rich education beyond the classroom. We believe this is critical for developing the character, emotional intelligence and life skills which will ensure our students are set up for success throughout their lives.

Part of our core mission comes from our Church of England foundation which is committed to ensuring that standards in the school are exemplary, while teaching our students the values of integrity and respect. Kindness, compassion and empathy are central to our vision for nurturing young people whilst giving them the guidance, discipline and spiritual growth to succeed in whatever future life adventures await them.

If you would like an informal discussion and/or a visit to the school please contact Sarah Trueman, HR Manager slt@king-ed.suffolk.sch.uk

Mr Deri O'Regan



Our Mission

To inspire young people in a progressive and inclusive school, being ambitious for every learner; helping every student access the best possible post-16 future.

Great Learning

Exciting learning experiences

Inspirational and research-based teaching

Deep and rich curriculum

Strong Character Development

Impeccable behaviour

Specialist in 11-16 personal development

Celebrating diversity

King Edward Learner

Exciting Futures

Cutting edge careers advice

World class post-16 pathways

Skills for life

Safe and welcoming

Inviting for all students

Great place to work and learn

Strong community

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Teacher of PSHE (Parental Leave Cover)

1. INTRODUCTION

1.1 NAME OF POST HOLDER:

1.2 **Post Title:** Teacher of PSHE (KS3)

1.3 **Key Responsibility:** To plan and teach KS3 PSHE lessons that provide a rich, enjoyable and challenging learning experience for students

1.4 Post Purpose:

- To plan and deliver a curriculum for students across KS3 which prepares them for success in life
- To provide opportunities for personal and social development in reduced class sizes (max 20) and allow for high quality discussions and personalised responses to students questions on complex issues
- To help our young people successfully and safely navigate adolescence and growing up in 21st Century Britain
- To monitor and support the overall development of students as a teacher / form tutor.
- To facilitate and encourage a learning experience which provides all students with the opportunity to achieve their individual potential.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Under the reasonable direction of the Headteacher, to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

1.5 **Responsible for:** The KS3 PSHE curriculum

1.6 **Liaising with:** Other staff working on the wider PSHE provision across the school

1.7 **Working Time:** full time

1.8 **Salary/Grade:** MPR/UPR

2. TEACHING:

- To teach PSHE classes of Max 20 students across KS3
- To plan and deliver a KS3 programme of study for PSHE designed to challenge and interest students of all abilities and backgrounds
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To use a variety of delivery methods which will stimulate learning appropriate to student needs
- To reward and motivate students for engaging with this important content
- To ensure that ICT, literacy, numeracy, work-related learning and other whole school themes are reflected in the teaching/ learning experience of students
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To liaise with parents in ensuring they understand the importance of PSHE
- To be fully aware and maintain the highest standards of safeguarding for children

3. OPERATIONAL/STRATEGIC PLANNING:

- To ensure statutory government guidance on PSHE teaching at KS3 is met with support from the wider PSHE team
- To support and work with KS4 PSHE Coordinator and deputy headteacher inclusion to ensure that our whole school approach to PSHE is high quality
- To contribute to the PSHE team's development plan and its implementation
- To engage with other PSHE professionals and organisations such as the PSHE Association

4. CURRICULUM PROVISION:

- To ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives

5. CURRICULUM DEVELOPMENT:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims

6. PROFESSIONAL DEVELOPMENT:

- To take part in the school's staff development programme within and beyond your subject by participating in arrangements for further training and professional development, including a defined number of lesson observations each year
- To participate in whole-school training, making links with teaching styles and approaches in other subjects
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the performance management review process
- To ensure the effective/efficient deployment of classroom support
- To contribute positively to effective working relations within the school

7. STANDARDS:

- To use targets and data to provide students with challenging but attainable targets in their work.
- To review and record student progress regularly
- To promote actively the school's corporate policies, including the dress code

8. MANAGEMENT OF INFORMATION:

- To maintain appropriate records and information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning

9. COMMUNICATION & LIAISON:

- To follow agreed policies for communications in the school
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies
- To abide by the school's absence management policy, giving due notice of absence where possible and setting high quality cover work

10. RESOURCES:

- To identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students

11. PASTORAL SYSTEM:

- To be a Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the tutor group as a whole
- To liaise with Head of Year regarding the well-being and progress of students in your care
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To write reports, deal with progress checks and attend target-setting/reviews days as form tutor

12. SCHOOL ETHOS:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To apply the school’s house style on behaviour management so that effective learning can take place
- To undertake a duty around school in which you actively supervise students
- To comply with the school’s health and safety policy and undertake risk assessments as appropriate

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

13. SAFEGUARDING:

- Promote the highest standards of safeguarding across the school
- Contribute to a culture of vigilance at King Edward VI CEVC School

13. SIGNATURES:

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed _____
(Subject/Course Leader)

Signed _____
(Headteacher)

Dated _____

Dated _____

Person Specification

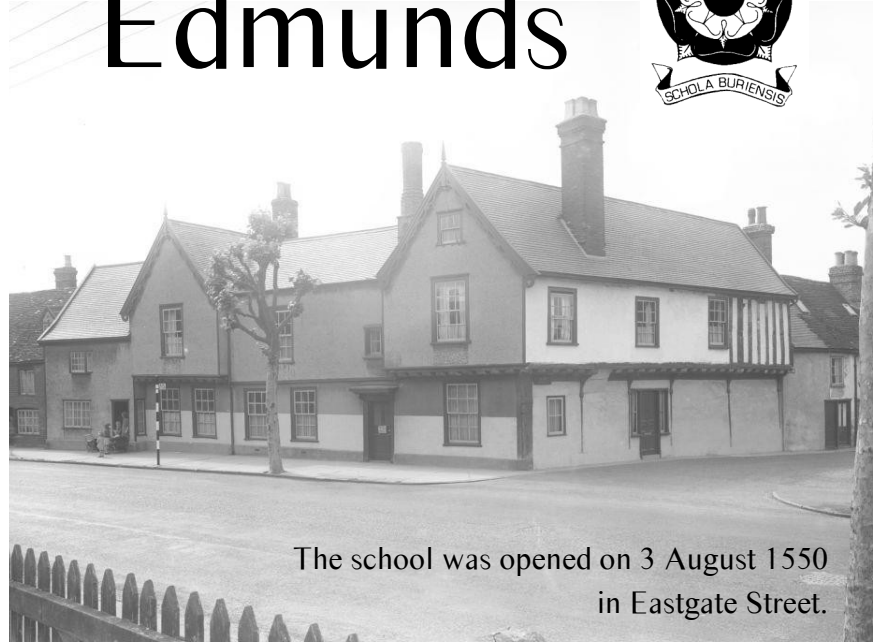
Selection Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good degree in a related discipline	✓	
Evidence of appropriate continued personal and professional development	✓	
Experience and Attributes		
Successful teaching experience (including ITT placement &/or as a fully qualified teacher	✓	
Evidence of highly successful teaching in the 11-16 age range	✓	
Secure knowledge of the characteristics of effective learning, teaching and assessment	✓	
A proven track record in improving results and ensuring students make excellent progress	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour	✓	
The ability to motivate and inspire students and staff and to forge positive relationships with parents.	✓	
An excellent understanding of student assessment and target setting for individual improvement and how that analysis contributes to high standards	✓	
Personal Qualities		
Ability to help develop and to support a vision of high quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to analyse information and use sound judgement in complex situations	✓	
Ability to support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to "go the extra mile"	✓	

The School of Bury St Edmunds



It is believed there was a school in Bury St Edmunds from the 10th century. In 903 the body of King Edmund was laid in the priests' college, of which the school was a part. King Canute established a Benedictine Monastery in Bury, and paid from the royal purse for boys of promise, even freed sons of slaves, to attend school. In 1550 lands were given to provide funds for a "scole ther to be founded by the kinges Maiestie in the like manner as the school at Sherbourne"

King Edward VI School is, therefore, the second King Edward VI School in the country, and in 2000 it had been founded for 450 years.



The school was opened on 3 August 1550 in Eastgate Street.

The second home of the King Edward VI Grammar School (from 1665 to 1883) was in Northgate Street (now known as St Michael's Court). The niche above the front door once housed a bust of the Founder King with a Latin inscription beneath.



The third home of the King Edward VI Grammar School (from 1883 to 1972) was a new building at the Vinefields site which later became St James's Middle School and St James Court.

The School's home since 1973 has been on the Grove Road site formerly occupied by the two Silver Jubilee Secondary Schools. The amalgamation of the three schools took place in 1972. The bust of King Edward VI (a new one made for Queen Victoria's Diamond Jubilee in 1897) is now over the inner door to the Lower Hall.



Bury St Edmunds Jewel In The Crown Of Suffolk



Bury St Edmunds is a market and floral town with 1,000 years of history to explore, a ‘jewel in the crown of Suffolk’. It is a cultural, retail and entertainment centre offering independent and unique shops, award-winning restaurants, and outdoor arc shopping centre. The home of Saint Edmund, the original patron Saint of England, visit St Edmundsbury Cathedral and stand among the ruins of the Abbey of St Edmund in the stunning Abbey Gardens.

Other highlights include Theatre Royal (The 200 year old Regency playhouse), the world famous Greene King Brewery, Angel hotel, The Apex (live music venue) and the ancient market.

Suffolk is a magnificent county packed to the brim with stunning countryside, 45 miles of glorious coastline, plus a perfect blend of both quaint and contemporary Villages & Towns, as well as a fantastic range of boutique shops, restaurants, cafes, pubs, inns, hotels, B&Bs, culture, attractions and much, much more.



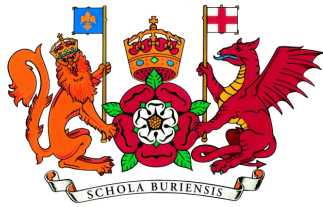
The weather here is generally better than the rest of the UK, with sunny Suffolk being one of the driest counties in the UK.

Being in the centre of East Anglia, Bury St Edmunds has good transport links. Cambridge to the west and Ipswich to the east both 30 minutes via the A14. London/Stanstead via the M11. Bury St Edmunds train station is served by frequent trains to and from London Kings Cross and London Liverpool Street.



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How to apply - completed applications to be sent to
vacancies@king-ed.suffolk.sch.uk

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