H3 Federation

JOB DESCRIPTION			
Post Title:	Physical Education Teacher	**Grade:**	MPS/UPS (Inner London) SEN 2 (pro rata, where applicable)
Department:	Curriculum	**Date:**	September 2026
Contract Type	Two-year fixed term 1.0 FTE		
Responsible to: Senior Leader responsible for Quality of Education / Subject Leader for PE			
Responsible for: Teaching and learning in Physical Education across Federation settings			

INTRODUCTION

Teachers at H3 Federation fulfil the duties covered by the Teachers' Standards and the School Teacher's Pay and Conditions Document (STPCD). They will be expected to work closely in line with the SEND Code of Practice (2015).

The following are the key responsibilities of the post:

1. Job Purpose

To deliver high-quality, inclusive Physical Education (PE) across the H3 Federation, supporting pupils in mainstream, special (SEMH/SEND), and alternative provision. The role will contribute to improving engagement, attendance, behaviour, and outcomes through a flexible, adaptive and relational approach to teaching PE.

This job description may be amended at any time following discussion between the post holder and the Executive Headteacher, and will be reviewed annually to ensure it meets the needs of the Federation.

2. Context

H3 Federation operates across three provisions:

- Mainstream secondary provision
- SEMH special school provision
- Pupil Referral Unit (PRU) / Alternative Provision

Pupils may present with:

- Social, emotional and mental health (SEMH) needs
- Special educational needs and disabilities (SEND), including EHCPs

- Interrupted education, low prior attainment, or disengagement from school

The post holder must be able to work **flexibly and effectively across these contexts**.

3. Key Responsibilities

3.1 Teaching and Learning

- Plan and deliver high-quality PE lessons across Key Stages 3 and 4
- Differentiate effectively to meet a wide range of needs, including SEND and SEMH
- Adapt teaching for:
    - Small group and 1:1 delivery
    - Therapeutic and engagement-based sessions
- Use assessment to:
    - Monitor progress
    - Inform planning
    - Support reintegration and accreditation pathways
- Contribute to accredited pathways where appropriate (e.g. GCSE PE, vocational qualifications, functional fitness programmes)

3.2 Curriculum Development

- Contribute to the development of a **broad, balanced and inclusive PE curriculum** across the federation
- Support curriculum models that:
    - Promote engagement and re-engagement
    - Develop physical literacy and wellbeing
    - Provide meaningful pathways for vulnerable learners
- Adapt curriculum to reflect:
    - Site-specific needs
    - Space and facility constraints
    - Pupil readiness and behaviour

3.3 Federation Working

The post holder will be expected to work across all federation sites as required.

This includes:

- Teaching across:
    - Mainstream classes
    - SEMH specialist provision
    - PRU / alternative provision settings
- Deliver tutoring programmes in each site as required and in line with expectations of each school
- Supporting transitions between provisions
- Delivering intervention programmes across sites

- Working flexibly in response to:
    - Pupil need
    - Staffing requirements
    - Timetable changes

3.4 Behaviour, Inclusion and Safeguarding

- Implement the federation's behaviour policy consistently, adapting to the respective policies in place at each setting
- Use **trauma-informed and relational approaches** to support pupils with SEMH needs
- De-escalate incidents effectively and maintain a safe learning environment
- Promote:
    - Inclusion
    - Respect
    - Positive engagement in physical activity
- Maintain vigilance regarding safeguarding and report concerns in line with policy

3.5 Pupil Outcomes and Engagement

- Use PE as a tool to:
    - Improve attendance
    - Support emotional regulation
    - Re-engage disengaged learners
- Track and support progress of key groups, including:
    - SEND pupils
    - Pupils with EHCPs
- Contribute to personalised provision plans where required

3.6 Collaboration and Multi-Agency Working

- Work closely with:
    - SENDCo
    - Pastoral teams
    - Behaviour and safeguarding staff
- Contribute to:
    - Reviews and EHCP processes
    - Multi-agency meetings
    - Student review days
- Engage effectively with parents/carers

3.7 Enrichment and Wider Contribution

- Contribute to extracurricular sport and physical activity
- Support enrichment and intervention programmes, including:
    - Engagement through sport
    - Alternative curriculum pathways
- Facilitate opportunities for pupils to develop:
    - Confidence
    - Teamwork
    - Character virtues
        - Resilience
        - Self-discipline
        - Self-reflection
        - Humility
        - Kindness

3.8 Professional Responsibilities

- Fulfil all duties in line with the Teachers' Standards
- Participate fully in:
    - Appraisal
    - CPD
    - Federation-wide training
- Develop expertise in:
    - SEND
    - SEMH
    - Alternative provision practice
- Maintain accurate records and contribute to reporting processes

4. SEN Allowance / SEN Points

Eligibility for SEN allowance will be applied in accordance with STPCD.

Where the post holder is deployed across multiple provisions:

- SEN allowance will be **applied proportionately**, based on the extent and duration of teaching within:
    - Specialist SEND settings
    - SEMH provision
    - Alternative provision
- The allowance will be:
    - **Reviewed regularly** in line with deployment
    - **Adjusted where necessary** to reflect changes in role or timetable

This reflects the additional professional demands associated with teaching pupils with SEND and SEMH needs.

5. General Responsibilities and Expectations

- To contribute to the overall ethos/work/aims of Heath School, Haverstock School, Harmood School and H3 Federation.
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.
- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the Federation's CPD programme.
- To participate in training and promote strategies around positive behaviour management, including restorative approaches, de-escalation and positive handling.
- Recognise own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health.
- To attend and participate in meetings as required.
- To observe the Code of Conduct at all times, and comply with all policies and procedures.
- To present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.
- To promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

6. Safeguarding

The H3 Federation is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment.

The successful applicant will:

- Be subject to an enhanced DBS check
- Adhere to all safeguarding and child protection policies
- Promote a culture of vigilance and responsibility

This job description will be reviewed annually as part of appraisal review process and after consultation with the line manager and the post holder. All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties.

H3 Federation

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ **Date** _____
Postholder

Signed _____ **Date** _____
Head of School

H3 Federation

Person Specification

PE Teacher (Mainstream / Special School / AP setting)

Education, Qualifications & Experience	1. Graduate with qualified teacher status. 2. Appropriate level of knowledge and understanding of curriculum subject area 3. Evidence of continuing professional development or further professional study in their specialist lead area
Knowledge, Skills & Understanding	1. Strong classroom practitioner. 2. Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEMH, including the SEND Code of Practice 2015 3. Understanding of the principles of effective learning for children with SEMH and the ability to promote a culture of learning throughout the school 4. Understanding of the principles of good curriculum provision. 5. Understanding of the role of assessment in students' learning 6. Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion 7. Effective ICT skills 8. Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience
Monitoring, Evaluation & Review and Accountability	1. Has the skills and aptitude to lead and manage middle leaders and to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral).

	3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	1. The post holder will need to have a flexible and responsive attitude to changing work environments and staffing structures. 2. A willingness to initiate and participate in both cross curricular and extra-curricular activities. 3. Has the ability to work with parents, external agencies and the wider community. 4. Determination to promote a culture that celebrates success. 5. Desire and aptitude to develop professionally beyond this post. 6. The post holder must display excellent interpersonal skills and apply these to develop relationships with all teaching and support staff, the multi-agency team, parents / carers and students. 7. Excellent motivational skills to engage students with a range of complex needs in their curriculum area.