

PE Co-ordinator

Based at Beal High School - IG4 5LP

Salary: M1-UPS3 TLR 2B

Required: September 2022

This is an outstanding school.

“Exemplary behaviour, mutual respect and a highly inclusive culture are key contributory factors.”

Ofsted 2012

Beacon Academy Trust are currently seeking to appoint a dynamic and inspirational PE Co-ordinator who is ambitious and has a real passion for their subject.

The Trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced DBS (with list checks) is required for this post.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at <https://nelta.co.uk/vacancies/>

Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



Role Description

This Recruitment Pack should be read alongside the range of professional duties of teachers as set out in the contract of employment, Teachers' Standards and BMAT Policies and Procedures.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Teachers must meet all of the requirements in the [Teachers Standards](#) document.

- 1 A teacher must set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities
- 9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- 10 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Purpose:	<ul style="list-style-type: none"> • To support the Director/Head of Department and to deputise when and where appropriate. • To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal of the school. • To act as a Curriculum Lead and be responsible for leading and developing this area. • To develop and enhance the teaching practice of others. • To monitor and support the overall progress and development of students as a manager within the curriculum area and as a Form Tutor. • To support Directors of Achievement & Progress
Reporting to:	<ul style="list-style-type: none"> • Director/Head of Department • Director of KS3/4/5 depending on the responsibility you undertake
Responsible for:	The provision of a full learning experience and support for students within the appropriate area
Liaising with:	Head/Deputies Teaching, relevant non-teaching support staff, LEA representatives external agencies and parents
GENERAL DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • The day-to-day management, control and operation of one curriculum area provision within the department. • To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department, within the designated area. • To assist in monitoring and following up student progress. • To assist in the implementation of school Policies and Procedures, for example Equal Opportunities, Health and Safety, Behavioural Management. • To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the school. • To assist in the management of the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of the students and the aims and objectives of the school. • To support the relevant manager in the application of ICT in the Curriculum area.
Curriculum Provision:	<ul style="list-style-type: none"> • To liaise with the Director/Head of Department to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.



Curriculum Development:	<ul style="list-style-type: none"> • To support curriculum development within the whole department with particular emphasis on the relevant curriculum area/Key Stage/etc. • To keep up to date with national developments in the subject area and teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To liaise with the Director/Head of Department to maintain accreditation with the relevant examination and validating bodies.
Staffing Staff Development: Deployment of Staff	<ul style="list-style-type: none"> • To work with the Director/Head of Department to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To contribute to Personal Development Review and to act as reviewer for a group of staff within the designated department. • To promote teamwork and to motivate staff to ensure effective working relations. • To ensure the effective efficient deployment of classroom support. • To participate in the school's ITT programme.
Quality Assurance:	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems. • To assist in the process of the setting of targets within the department and to work towards their achievement. • To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the department. • To contribute to the school procedures for lesson observation. • To implement school quality procedures and to ensure adherence to those within the department. • To participate in the monitoring and evaluation of the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required within the relevant curriculum area.
Management Information:	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system. • To assist in the use of analysis and evaluation of performance data. • To help to produce reports within the quality assurance cycle. • To assist in the production of reports on examination performance, including the use of value-added data. • To assist in the identification of exam entries within the department.
Communications:	<ul style="list-style-type: none"> • To help ensure that all members of the department /curriculum area are familiar with its aims and objectives. • To ensure effective communication/ as appropriate with the parents of students. • To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.



Marketing and Liaison:	<ul style="list-style-type: none"> • To contribute to the school liaison and marketing activities, eg, the collection of material for press releases. • To contribute to the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events in partner schools and the wider community. • To actively promote the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> • To assist the Director/Head of Department to identify resource needs and to contribute to the efficient /effective use of physical resources • To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.
Pastoral System:	<ul style="list-style-type: none"> • To monitor and support the overall progress and development of students within the curriculum area • To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. • To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description. • To contribute to PSHE, citizenship and enterprise according to the school policy. • To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.
Teaching:	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
Additional Duties:	<ul style="list-style-type: none"> • 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.

Other Duties and Responsibilities

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change.

The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.



PE Co-ordinator

Person Specification	Essential (E) Desirable (D)	App Fm	Intvw	Ref
Teaching Qualifications and Experience				
Qualified Teacher Status	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Degree	E	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates successful practice as a teacher in a secondary school, qualified or as a trainee	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Experience and Practice				
Commitment to improving practice through appropriate professional development	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflective practitioner	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate an understanding and proactive approach to safeguarding equal opportunities, health and safety and other policies and practices	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Act upon advice and feedback and demonstrate ability to coach and mentor	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability and Skills				
Demonstrate ability to work well in collaboration with others	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Communicate effectively with children, colleagues, stakeholders etc	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective time management and organisation skills	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Attributes				
Personal impact and presence	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Adaptability to changing circumstances and new ideas	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vigour and perseverance	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enthusiasm, resilience, reliability and integrity	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p>				

