Part of the Ted Wragg TRUST

Queen Elizabeth's School

Female PE Teacher

"Queen Elizabeth's is an ambitious school, dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom."

Paula Smith, Headteacher

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Key Details

Salary	MPS	**Location**	Queen Elizabeth's School, Crediton
Hours	Full Time	**Interviews**	TBC
Closing date	9am Tuesday 4 November	**Required from**	January 2027 or February/Easter

Our vision is for Queen Elizabeth's to be an exceptional school which enables our young people to flourish in life and make a positive difference to their community. We will achieve this by providing an excellent education that develops knowledge, character, contribution, and wisdom.

At Queen Elizabeth's we champion the characteristics we know our young people need to lead a successful and fulfilled life. Ambition, a sense of community and kindness are essential for human flourishing and are at the core of what we do as a school.

Ambition: we work hard to be the best we can be so that we flourish in life.

Community: we take part in opportunities to make a positive difference to ourselves, each other and our wider community. We honour being together and are proud to be part of our school.

Kindness: we act with kindness so that others feel respected, valued and cared for.

How to apply

For an informal conversation about the position please contact Anna Field at anna.field@qe.devon.sch.uk

An application pack can be found at https://www.tedwraggtrust.co.uk/vacancy or click on the apply now button

APPLY NOW

Letter from the Headteacher

Floreat Schola Kyrtonensis

Dear Applicant,

Thank you for your interest in this post at Queen Elizabeth's School. The school currently has 1100 students on roll of whom 100 are in the Sixth Form. The majority of our students are drawn from our partner primary schools across mid Devon and the greater Exeter area.

Founded in the 16th century, our school is set in the market town of Crediton, just 7 miles from Exeter. We are an ambitious school dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. Our Year 7 and 8 students are taught on our Lower School site and Years 9-13 at our Upper School site on Western Road.

At Queen Elizabeth's our coaching programme supports all colleagues to continuously improve their classroom and leadership practice. We were delighted to be judged as achieving the Expected Standard, in the most recent Ofsted report in May 2026, which recognised our high-quality curriculum and continued improvement in achieving positive outcomes for all students. Through high quality teaching and a broad range of extra-curricular activities ensure that our students and staff live out our values of ambition, community and kindness.

Our pillars of staff culture support all of our interactions as a school. This means being better every day, putting the team before the individual and demonstrating kindness by being both warm and strict.

By actively committing to these values and behaviours, staff will contribute to creating a school culture where everyone flourishes.

This recruitment pack outlines the key duties and accountabilities of the post.

The successful applicant will:

- have a clear, well communicated understanding of the most effective teaching and learning techniques that lead to strong student progress.
- possess the skills and determination to make a positive difference to the lives of our students.
- be relentless in encouraging all students to build their knowledge and actively contribute to school life within our community so that they develop a sense of pride and belonging.

Yours sincerely

Paula Smith – Headteacher

A Warm Welcome from our CEO

An **ambitious** and **inclusive** Trust of schools **strengthening** our **communities** through **excellent education.**

Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our ambitious and inclusive Trust of schools we know that every individual is critical to help us to achieve our collective mission to transform lives, strengthen communities and make the world a better place.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we support, develop and grow great people.

This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to improve the life chances of all children in the South West.

We demonstrate our love through our values

How we will succeed

Queen Elizabeth's School PE & Outdoor Education Department

The Physical Education team has six dedicated professionals who all promote lifelong involvement in Physical Activity. Inspiration for our students comes from our teachers delivering engaging and inspiring lessons and having extensive input within our extra-curricular programme.

We have an extremely varied extra - curricular programme which includes most traditional sports as well as activities such as Climbing, Surfing, Mountain biking and Kayaking. These activities are very well attended by our students. We have also built an extensive Primary Sports programme which hosts ten primary schools across eight events throughout the year. Competitive sport against other schools is also an area of our offer that we are extremely proud of; fielding over thirty teams across a multitude of sports.

Within our curriculum….

At Key stage 3, students receive 4 lessons of Core PE during the two week timetable. All traditional sports are covered in line with the expectations set out in the National Curriculum, with a wide variety of at least eleven sports each year.

At Key stage 4, students receive 2 lessons of Core PE across the two week timetable. Within key stage 4, the following options are chosen by large numbers of students within our learning area:

· AQA GCSE PE
· OCR Sports Studies (with an Outdoor Education focus)
· OCR Child Development studies

At key stage 5, the following subjects are chosen by many students:

· AQA A Level Physical Education
· BTEC, Level 3 in Outdoor & Adventurous Activities

Our school is committed to equality of opportunity and welcomes applications from all suitably qualified candidates. However, in this instance we have determined this role must be completed by a female teacher as:

- *The role involves teaching physical education to female students, including activities requiring close physical supervision, physical demonstration, and occasional physical contact in order to ensure student safety and correct technique.*
- *The post includes responsibility for supervision of female pupils in single-sex environments, including changing rooms and associated facilities, where considerations of privacy, dignity, and safeguarding are paramount.*
- *The school seeks to provide appropriate pastoral care and role modelling for female students, particularly in relation to health, wellbeing, and participation in physical activity.*

Queen Elizabeth's Principles of Teaching

Principle of Better Practice	So that..
1. High expectations for behaviour and routines	
a) Teachers demonstrate effective classroom management b) Teachers consistently apply the Ready to Learn policy c) Teachers ensure that there is a high student participation rate d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation	a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions b) Students can think hard about their learning free from distractions c) All students are engaged d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2. Quality of instruction	
a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions	a) Students quickly grasp ideas b) Students have total clarity about what they are learning and what success looks like c) Each step can be mastered before students move on d) Students know what excellence looks like as well as how to achieve it e) Students are given opportunities to practise new material
3. Literacy: vocabulary, reading, oracy, writing	
a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary b) Teachers provide challenging subject-based reading c) Teachers plan, prompt and model structured talk activities d) Teachers break down, scaffold and model complex writing tasks in their subject	a) Students use academic vocabulary fluently in speech and writing b) Students can comprehend challenging academic texts c) Students can eloquently verbalise their knowledge and understanding d) Students can independently plan, draft and edit extended writing
4. Making it stick	
a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give students opportunities to practise independently d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning	a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students can successfully understand and remember key aspects of learning e) Students are encouraged to draw on prior knowledge

5. Inclusive classroom	
a) Teachers have a clear understanding of all learners' requirements b) Teachers develop and apply personalised strategies in the classroom c) Teachers do not rely solely on resources or interventions d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback	a) All students can access learning within lessons b) All students encounter the appropriate level of challenge within lessons and can make progress c) Inclusion is embedded in every aspect of the classroom d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact
6. Effective feedback	
a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teacher provide students with opportunities to act upon feedback d) Teachers plan and ask questions that provide a picture of student learning	a) Student actions are refocused/directed to achieve a goal (ReACT) b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning

Job Description: Female PE Teacher

Key purpose of the role	Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by providing high calibre teaching and learning environment, challenging the educational and social disadvantage in the South West.
Your responsibilities	· Live our mission and values every day
	· Promote safeguarding policies and procedures to protect students maintaining a culture in which students are protected and achieve the best outcomes
	· Meet Teachers' Standards and pursue continuous professional development
	· Prepare, deliver, and review effective lessons in accordance with schemes of work and our Trust learning model
	· Reflect on your own lessons, curriculum resources and interactions with all students and stakeholders to find areas for continued improvement
	· Use adaptive teaching to meet diverse student needs and maximize potential
	· Foster a positive, safe, and inclusive classroom environment, ensuring that your work is equitable and values the diversity and experience of the whole school community
	· Implement strategies for high standards of behaviour and attendance
	· Complete assessment, recording and reporting procedures.
	· Participate in great management meetings, coaching, and external quality assurance.
	· Participate in at least fortnightly coaching
	· Fully understand and implement all exam requirements
	· Support students with pastoral responsibilities and enrichment activities
	· Carry out any other reasonable duties as requested by Headteacher or Line Manager

Job Description: Female PE Teacher

Your key objectives	To support students to:
	· Love coming to school
	· Achieve well
	· Live a life of opportunity
	To support colleagues to:
	· Love coming to work
	· Build high quality professional relationships with Trust networks
	· Inspire others
	To support communities to:
	· Love our schools
	· Value working together
	· Make the world a better place

Person Specification

Qualifications	· Qualified Teacher Status	Essential
	· Good honours degree	Essential
	· Further CPD or relevant qualifications	Desirable
Experience	· Strong teaching ability – demonstrated through previous experiences	Essential
	· Track record of excellent outcomes	Desirable
	· Working in areas or school communities with high levels of SEND and/or deprivation	Desirable
	· Able to fulfil all aspects of the role with confidence and fluency in English	Essential
Key skills	· Excellent subject and relevant curriculum knowledge	Essential
	· Meeting and effectively delivery of all the teaching standards.	Essential
	· Effective use of formative assessment	Essential
	· Adaptive teaching that challenges and supports all students	Essential
	· Ability to receive and act on feedback	Essential
	· Commitment to safeguarding	Essential
	· Desire to develop yourself	Essential

Values

- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

#lifeattedwragg

We know that our people are our greatest asset and research tells us that happiness at work is directly linked to student happiness and consequently student outcomes.

We are working hard to make sure that all our employees love coming to work.

Our Trust is dedicated to fostering an environment where employees can reach their full potential, with dignity, respect, and equal opportunities for all.

We value the unique contributions of each individual, recognising that diversity strengthens our community and makes our Trust a positive place to work and grow.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the greatest place to work in the South West.

We know that to realise our ambitious aim we must welcome, retain and develop our great people who work day in day out to transform the lives of the children in our Trust.

#lifeattedwragg is focussed on ensuring all our employees:

- Love coming to work and have a strong sense of belonging
- Experience high quality development through our dedicated development curriculums delivered by the Ted Wragg Institute
- Inspire others with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwith us

The Ted Wragg Institute

We want to ensure that our people feel invested and fulfilled in their role by providing personalised, relevant and engaging professional development. Our brand-new Ted Wragg Institute (TWI) delivers our high-quality development offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:

Sustained
Frequency is critical, not time span

Practice-Based
Create new habits

Domain-Specific
Create new habits

External Expertise
Challenge the familiar & refresh ideas

Professional Buy-In
Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.

Our Ted Wragg Standard

Our Ted Wragg Standard provides a minimum set of high standards across all our schools to establish clear structures, implement effective processes and hold each other to account to enable excellence. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership

We believe that great leadership:

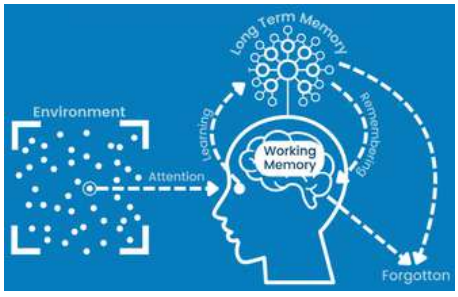
Fiercely educates

Thrives in a complex system

Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds

We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child
- sleep well
- eat breakfast
- Follow school rules and routines
- attend school regularly

Family
- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

School
- Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

Mesosystem
- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHs and Early Help

Macrosystem
- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

- Exceptional development and networking opportunities
- Cost of blue light cards can be claimed through expenses
- Free annual flu jab, eye test and allowance for glasses
- Exclusive discounts, cashback and vouchers
- Free, confidential employee helpline. Available 24-7 through Health Assured
- Access to Wisdom app to support your mental health
- Up to 10% off all Pure Gyms
- up to the value of £2,000.
- Up to 2 days paid emergency time off for dependants
- Generous public sector pension schemes for all staff
- Timetabled instructional coaching for all teachers
- Family friendly policies and flexible working opportunities

Our Trust Journey

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.

18
Total number of schools
(Mar 2025)

15,449
Total number of students
(Mar 2025)

2,196
Number of employees
(Mar 2025)

October 2013
Isca Academy

September 2015
Cranbrook Education Campus

May 2016
St James School

April 2017
Exwick Heights Primary School

March 2018
West Exe School

March 2019
Whipton Barton Infant and Nursery School
Whipton Barton Junior School

February 2020
St Luke's Church of England School

April 2020
Marine Academy Primary
Marine Academy Plymouth

January 2021
All Saints Academy Plymouth

February 2021
Queen Elizabeth's School

January 2022
Lipson Co-Operative Academy

March 2023
Sidmouth College

July 2023
Honiton Community College

September 2023
Matford Brook Academy

July 2024
Tor Bridge High

March 2025
Exmouth Community College

Part of the Ted Wragg TRUST

Thank you for your interest in working for us!