



Royal Greenwich
Trust School
Learning Today, Leading Tomorrow
PART OF UNIVERSITY SCHOOLS TRUST



Candidate Information Pack

Head of Faculty–PE

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success





“ Providing transformational educational opportunities for all children...”



Head of Faculty–PE

Royal Greenwich Trust School

University Schools Trust

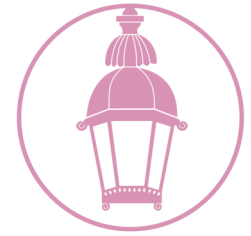
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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools

with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

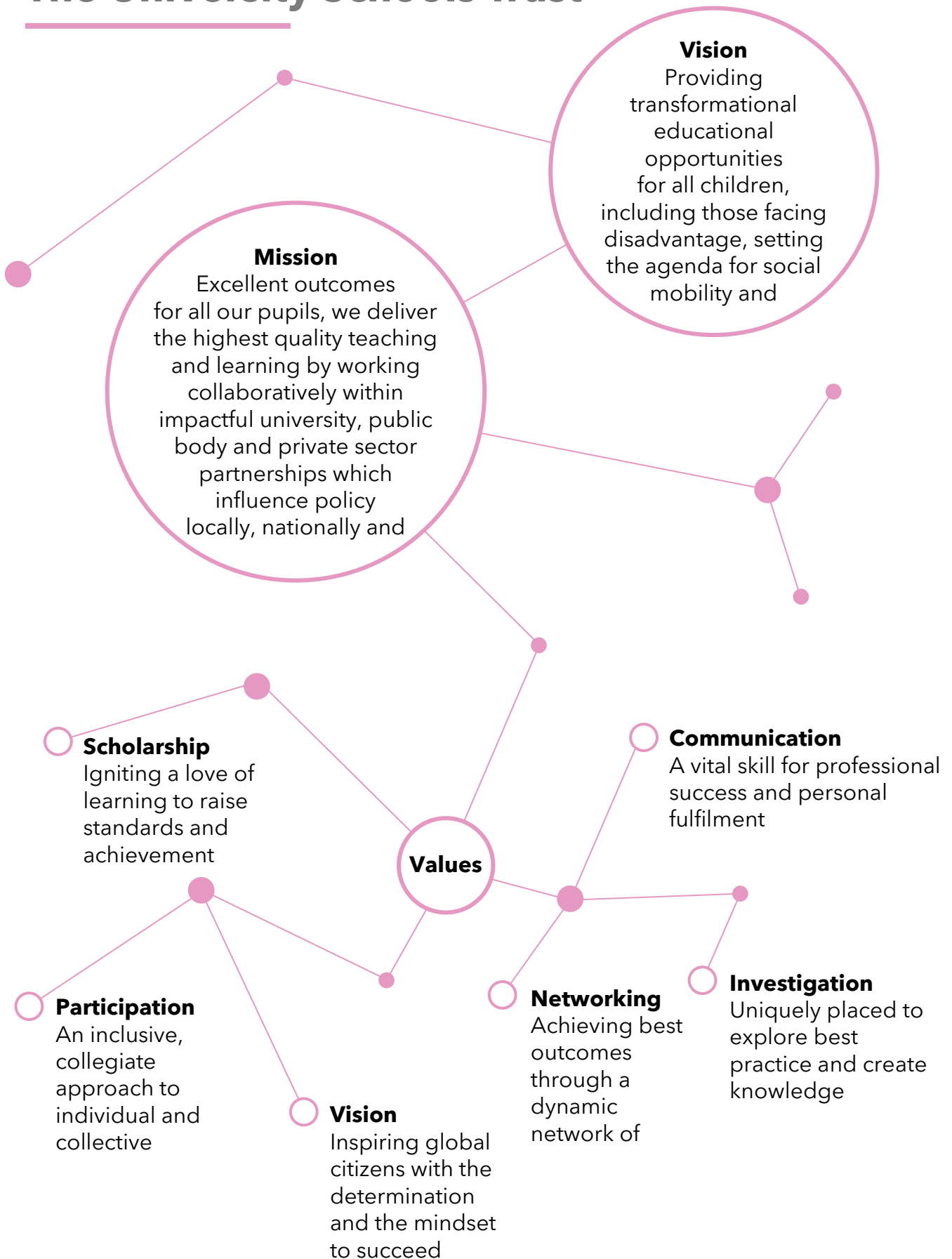
If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 2515 or email Recruitment@rgtrustschool.net.

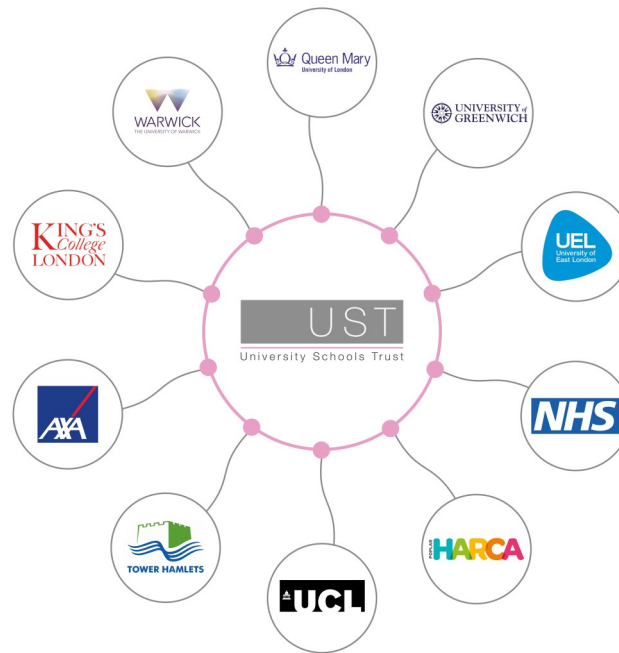
Caroline Toyne

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate,

share and continually raise our standards. The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource - our staff.

For more information about our School of Education please see:

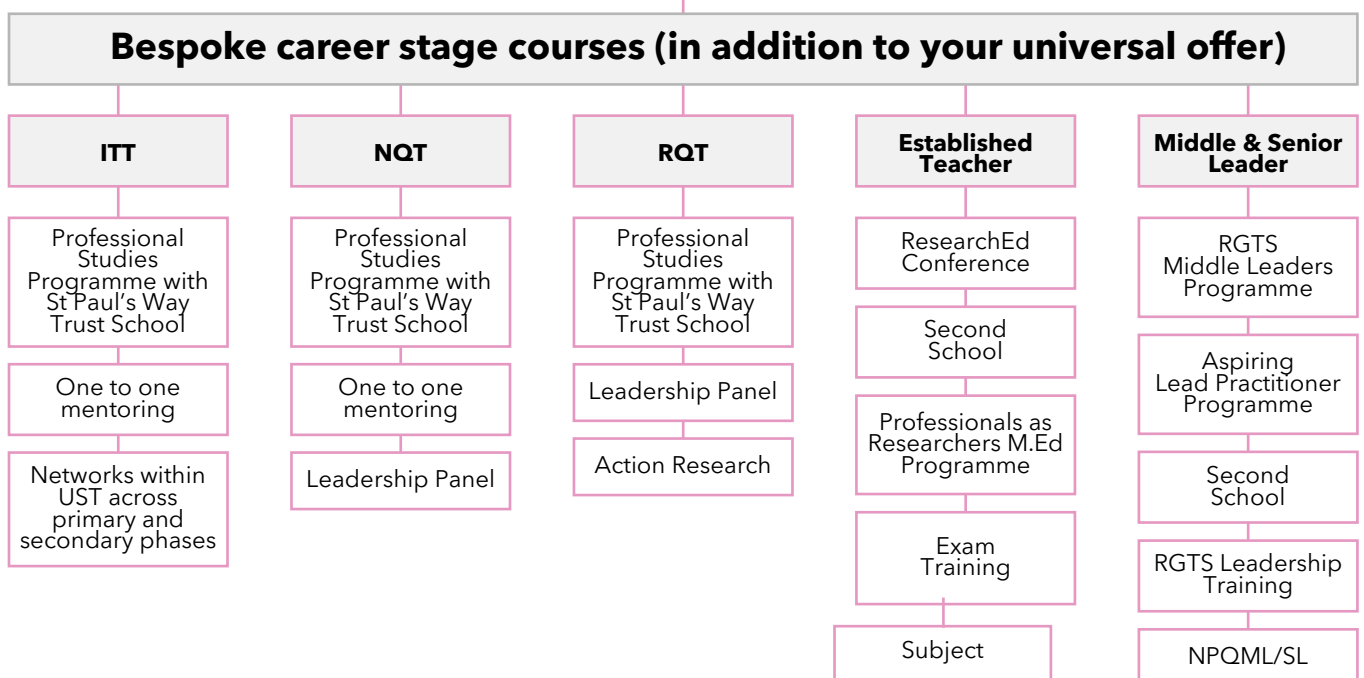
www.ust.london/444/school-of-education

Continual Professional Learning

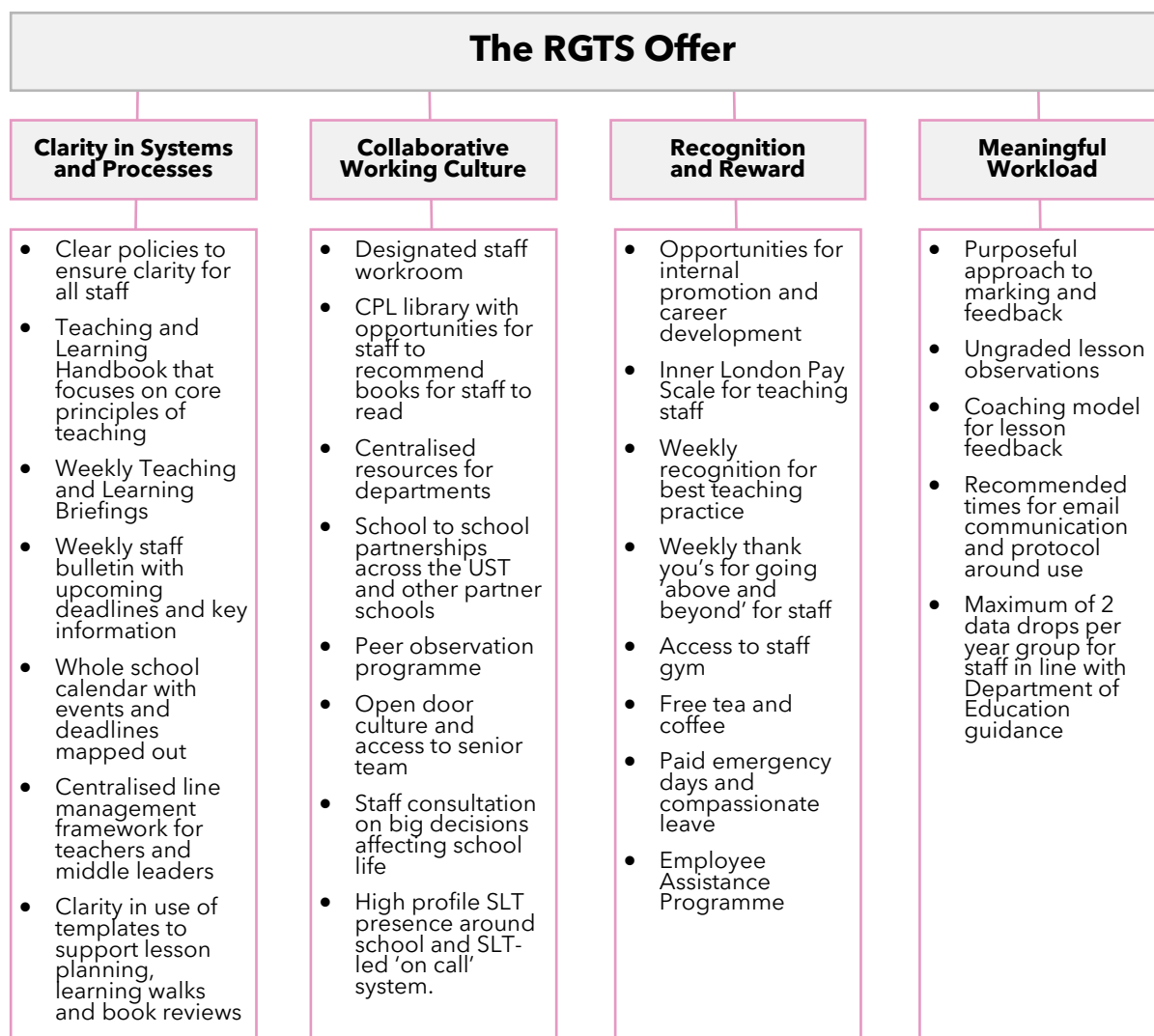
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations



Staff Benefits and Well-being



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.

Job Title:	Head of Faculty - PE
Location:	Royal Greenwich Trust School
Responsible to:	Deputy Headteacher
Responsible for:	Faculty of PE
Full/part time:	Full-time
GRADE:	Teachers' Main Pay Scale or Upper Pay Scale (Inner London) + TLR 1A

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

The Head of Faculty (PE) is responsible for:

- Ensuring the effective leadership of the PE faculty in order to ensure high quality teaching for learning, enabling each student to reach their full potential and pursue post-18 education or training
- The provision of an appropriate, relevant and differentiated curriculum which allows for progression within and across key stages within the curriculum areas
- Planning and delivery of a programme of enrichment to extend students' creative skills beyond the classroom, including trips and visits to arts establishments

- Planning and delivery of a creative arts performance programme which enables students to take part in high quality performance opportunities
- The quality of the teaching and learning of students the curriculum area, and supporting colleagues to develop effective teaching & learning strategies within the faculty
- The standards of student attainment, achievement and behaviour within the PE faculty
- Line management of PE' colleagues, capitation and resources for the PE faculty
- Monitoring, evaluating and quality assurance of the curriculum and providing specialist subject expertise to assist faculty staff, as appropriate.

Under the overall direction of the Headteacher carry out the professional duties of Head of Faculty as set out in the School Teachers' Pay and Conditions Document.

SPECIFIC RESPONSIBILITIES

Curriculum Leadership

- Lead on the design, planning, co-ordination, quality assurance, monitoring and evaluation of the curriculum, ensuring that it meets the aims of the school and the needs of all pupils
- Develop personal development, CEIAG and enrichment provision within the faculty that is embedded into the curriculum
- Ensure that the statutory requirements of the National Curriculum are met.
- Lead on the monitoring, evaluation and development of the delivery of the curriculum, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all pupils
- Ensure that appropriate approaches to learning are used in relation to pupils with specific learning needs
- Monitor, report on and evaluate progress towards meeting pupil achievement targets
- Lead the evaluation processes within the faculty and contribute to the subject leadership review to ensure strategic improvement plans are in place
- Work collaboratively with colleagues from across the UST to review and develop curriculum provision
- Carry out the duties of a school teacher as set out in the schoolteachers' Pay and Conditions Document.

Student Progress

- Responsible for agreeing, monitoring and evaluating the subject student progress targets and outcomes
- Ensure subject outcomes make a measurable contribution to whole school targets.
- Engage in the student progress review model to ensure strategic plans are in place to address underperformance or concerns over individual students or sub-groups.
- Lead strategic plans to prepare students in Key Stage 4 and 5 for external examinations.

Leadership of Faculty

- Engage in the self-evaluation processes within the department and create a curriculum leadership review which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution
- Lead quality assurance measures e.g. learning walks and book reviews to ensure that high quality teaching and learning is in place across the faculty
- Create an environment where there is visible acknowledgement that everyone's contribution is valued.

Teaching responsibilities

- Undertake a designated programme of teaching across all key stages
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery
- Teach consistently high-quality lessons informed by the school's teaching principles
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching
- Teach to ensure knowledge is retained in long term memory of students
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
- Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work
- Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students
- Be a role model for students, inspiring them to be actively interested in the subject
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject
- Promote learning through out of hours activities such as enrichment
- Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- Follow the school policies and procedures.

Finance and resources

- Ensuring that budgets are used in line with school procedure and that resources are recorded and monitored
- Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations
- Be responsible for the registration, maintenance and recording of all assets and resources within the department.

Staff Development

- Continue professional learning in the relevant areas including subject knowledge and teaching methods
- Engage actively in the Performance Management process
- Participate and lead whole school CPL programmes.

General administration

- Check that information required by various external bodies is produced within the given time scale and is of excellent quality
- Assist the Head of Faculty to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school.

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school
- Seek to share your expertise with colleagues
- Contribute effectively to the work of the wider team
- Play a critical role in the life of the school
- Promoting the general progress and well-being of individual students
- Providing guidance and advice to students on educational and social matters and on their further education and future careers
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer
- Communicating and consulting with the parents / carers of students in line with school procedures;
- Participating in meetings arranged for any of the purposes described above
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Qualification criteria

- A fully qualified teacher with evidence of QTS for secondary teaching
- Qualified to at least degree level in subject area and/or good A Levels or equivalent
- Qualified to teach and work in the UK.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy

- Complete any training required to improve performance and take part in the school performance management systems (where relevant)
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by the Deputy Headteacher.

The above job description was agreed on (date). It may be reviewed and/ or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Post holder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION

	Essential
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree • Accredited or certified further CPL (Continuous Professional Learning) or training (desirable) • Higher degree (optional)
Knowledge and Experience	<ul style="list-style-type: none"> • Successful teaching experience at secondary level, preferably within a multi-ethnic urban school • Understanding of current theory and practice of effective teaching and learning. • Relevant experience/proven success in teaching at all Key Stages and confidence in developing the curriculum • Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard • Up to date knowledge of the relevant curriculum area • Experience of planning and delivering high quality enrichment opportunities and performance programme.
Skills and Abilities	<ul style="list-style-type: none"> • An understanding of the strategies needed to establish consistently high expectations • The ability to work as part of a team and to develop and maintain positive relationships with all colleagues • Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice • Ability to coach and develop other teachers and model best practice • Good level of ICT skills • Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment • Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines • Ability to accurately reflect on practice and identify professional development needs • Strong leadership skills and evidence of motivating students and staff • Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required • Ability to recognise and respond to the needs of students of different learning needs and backgrounds • Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention

Personal Qualities

- Passionate about developing and working within a culture of academic excellence
- Committed to providing an inclusive transformational education for all students.
- Motivated to contribute directly to the creation and growth of a thriving new secondary school
- Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels
- Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects
- A positive approach to hard work and collaboration within a team
- Passionate belief in the success of young people in the subject and in teaching and obtaining high standards
- Responsive to and resilient when faced with the management of change or challenge.

Application and Selection Process

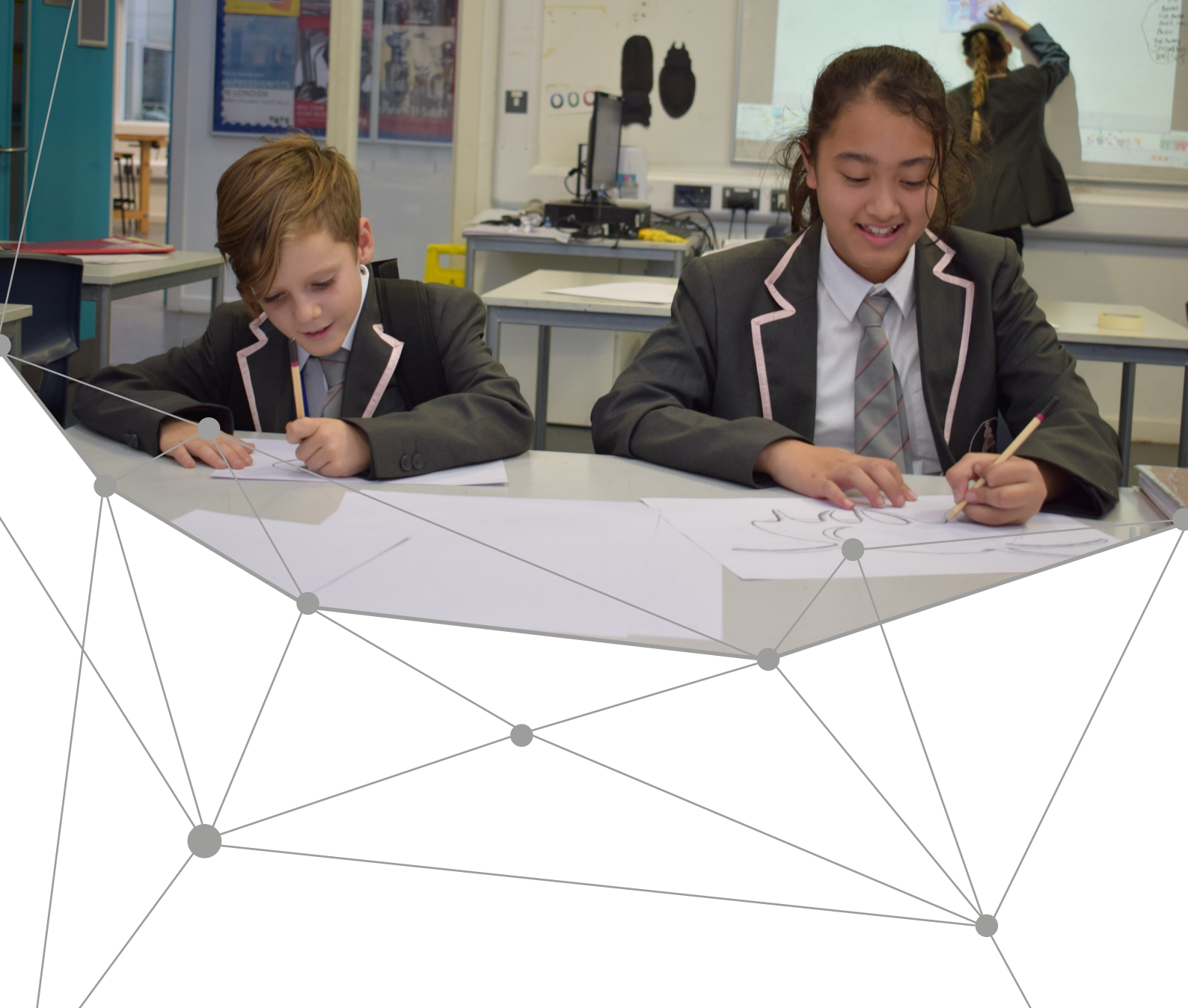
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is **Monday 6th February 2023, at 9.00am.**





Royal Greenwich Trust School

Learning Today, Leading Tomorrow

QUALITY AND COMMUNITY GOING HAND IN HAND

765 Woolwich Road, Charlton, London SE7 8LJ

T: 020 8312 5480

E: Recruitment@rgtrustschool.net

W: www.rgtrustschool.net

