

Post: Head of PE
Location: Caludon Castle
Salary: TMS/UPS plus TLR2B

Job Purpose

To lead the PE faculty, ensuring high quality teaching and learning through the effective use of resources and upholding of high standards of achievement for all students. Creating an environment in which students feel safe, rewarded and challenged and achieve their full potential.

Responsibilities

- Develop an innovative, inspiring, and challenging ethos/curriculum for all pupils.
- Undertake effective strategic and operational planning for the Faculty to lead staff, finance and other resources to deliver the curriculum.
- Ensure lessons are consistently good or outstanding and pupils make better than expected progress.
- Develop and use robust systems to assess and monitor pupil progress and provide appropriate intervention strategies.
- Take proactive responsibility for the professional development of self and team.
- To provide equality of opportunity

Key Tasks

Ethos/Vision

- To support the vision and ethos of the school
- To promote high expectations of students throughout the faculty
- Promote a positive climate for learning and maintain effective arrangements for managing student behaviour within the faculty.
- To lead by example to help motivate, inspire and enthuse students in their studies
- To encourage students to recognise their role within school and within the wider community
- To set a good example in terms of dress, punctuality, attendance and expectations outlined in the National Teachers' Standards.
- To uphold the school's policies, procedures and practices.

Leadership of a faculty

- Advising, guiding, inducting and mentoring members of the Faculty as appropriate; overseeing the work of all ECT/ITT students within the Faculty – including the role of mentor.
- Monitoring the work of members of the Faculty to ensure a high quality of learning and teaching and to develop and enhance their teaching practice.
- Presenting the views of members of the faculty at Faculty Leaders Meetings and one to one meetings with your line manager.
- Ensuring that all members of the faculty keep abreast of developments in their subject areas.
- To review the professional development of members of the faculty and take a leading role in the Performance Management systems of the school.
- Ensuring clear lines of communication with phase leaders as well as all other members of the faculty.
- Promoting teamwork, to motivate staff to ensure effective working relations and act as a positive role model.

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INCORPORATING: Caludon Castle School, Hill Farm Primary, Kingsbury School, Foxford School and Richard Lee Primary

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Curriculum

- Leading curriculum development and initiatives at national, regional and local levels.
- Leading the faculty's curriculum planning, syllabus selection, incorporating "whole- school" policies and contributing to relevant units or components of other subjects, syllabuses or cross curricular programmes of study as may be required.
- Ensuring up-to-date schemes of work are maintained for use internally and externally as required and monitoring how schemes of work are implemented and regularly reviewed to maximise their effectiveness.
- Advising on and developing teaching approaches used within the faculty.
- Development and selection of suitable materials and advising on classroom management appropriate to the relevant subject matter.

Learning and Teaching

- To ensure that students' special educational needs are recognised and met.
- To promote and develop different learning styles for students.
- To ensure effective deployment of teaching assistants within the faculty.
- To maintain an environment within the faculty which promotes high quality learning.
- To promote consistent improvement in examination results.
- To ensure good record keeping with respect to teaching and learning within the faculty.
- To ensure home learning is set in line with the school policy.

Assessment/Recording and Reporting

- To make effective use of comparative data together with prior attainment data, to provide relevant information to establish benchmarks and set targets for students and the faculty.
- To ensure the effective use of performance data to promote achievement and ensure at least expected progress
- To ensure the school's marking and assessment policy is adhered to.
- To ensure that the school's recording and reporting procedures are implemented effectively.
- Leading assessment development and initiatives at school, local, regional and national levels (where appropriate).
- Establishing and overseeing the faculty's examination policy and both internal/external assessment procedures, in accordance with school policy.
- Ensuring the effective administration and smooth running of external exams and ensure that exam board requirements are met in liaison with the Examinations Secretary.
- Providing information to the Headteacher, parents and colleagues about the work of the faculty and pupils progress in accordance with school policy.
- Interpretation of exam analysis, subsequent action planning and establishing the process for target setting and monitoring progress

Equality of Opportunity

- To ensure that everyone within the team and within each classroom is valued as an individual.

Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.

Person Specification (All Teaching Staff)

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	<ul style="list-style-type: none"> Degree in PE or a related subject Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent Recent and relevant experience of teaching PE to GSCE level. 	A A A	E E D
Knowledge	<ul style="list-style-type: none"> Understands how to ensure effective student learning through challenging, high quality and exciting teaching Understands the potential of student voice and parental engagement Is a competent user of ICT and understands its role in enhancing learning and teaching. Understands the positive role of Performance Management within their own professional development. 	A, I A, I, R A, I A, I	E E E E
Experience	<ul style="list-style-type: none"> Is an outstanding classroom practitioner Is a 'typically' good classroom practitioner Works effectively with Teaching Assistant/support staff/technicians within the faculty/department 	I, R I, R I, R	D E E
Skills & Abilities	<ul style="list-style-type: none"> Values the contribution that students can make to their own learning. Likes and seeks to understand young people. Shares our belief that Every Child Does Matter. Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom. Experience of promoting positive behaviour conducive to learning, focused on raising standards A desire to get the best from all students, regardless of ability A record of achieving student progress for all students, including underachieving students. Ability to plan and teach effectively using a variety of strategies. Contributes positively in their role as a group tutor to the pastoral care of students. Is able to assess students' work effectively and within whole school and department guidelines. Is able to set and assess purposeful home learning which extends/reinforces students' learning. Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school. Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times 	A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R A, I, R	E E E E E E E E E E E E E E E

	<ul style="list-style-type: none"> Is able to lead, in a variety of contexts, by example. Is committed to team work at all levels. Can contribute creatively and knowledgeably to develop/evaluate schemes for learning. Understands the importance of meeting deadlines and supporting others (colleagues) to do so. Carries out all professional duties within whole school and department guidelines. Feels able to contribute positively and appropriately to any aspect of school life at Kingsbury 	<p>A, I, R A, I, R A, I, R</p> <p>A, I, R</p> <p>A, I, R</p> <p>A, I, R</p>	<p>D E E</p> <p>E</p> <p>E</p> <p>E</p>
Qualities	<ul style="list-style-type: none"> Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture. Strives constantly to better themselves as a professional Is able to demonstrate commitment to Trust values 	<p>I, R</p> <p>I, R A, I</p>	<p>E</p> <p>E E</p>
Safeguarding	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> Motivation to work with children and young people; Ability to form and maintain appropriate relationships and personal boundaries with children and young people; Emotional resilience in working with challenging behaviours; and Attitudes to use of authority and maintaining discipline. 	<p>I, R</p>	<p>E E E E</p>
Special Requirements	<p>Good attendance records in line with school's Promoting Health at Work Policy</p> <p>This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointment</p>	<p>I, R</p>	<p>E</p>

References

The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.