



## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Head of PE Department
<b>LOCATION</b>	County High School (may be deployed to other Trust locations)
<b>GRADE / SCALE POINT – SALARY</b>	MPR/UPR + TLR
<b>REPORTING TO</b>	Head of Faculty

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Intentionally developing Students’ Leadership Awards Skills;
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

#### JOB PURPOSE

To manage all aspects of the teaching of the subject(s) (in the first instance) within the overall educational aims of County High and the wider Trust. To establish and maintain the highest quality possible of teaching and learning in the subject.



## KEY TASKS & RESPONSIBILITIES

### The postholder:

- is responsible to the Head of Faculty in all matters and the Deputy Head in respect of the Departmental timetable and of curriculum development to ensure the most appropriate and effective experience for the students.
- supervises the teaching and support staff allocated to work in the Department
- interacts on a professional level with colleagues. Seeks to establish and maintain productive relationships with them and, in particular, with other Heads of Department in order to promote mutual understanding of the subjects in the curriculum and to reduce subject isolation with the aim of improving the quality of teaching and learning.

### Key Tasks

- a) To supervise the work of staff employed in the Department's premises to include:
- monitoring regularly the quality of preparation, teaching and marking of colleagues, assisting and advising them on such matters;
  - holding regular formal meetings with agenda, minutes, etc, with members of the Department and passing a copy of the minutes to the Head and Leadership Team link;
  - maintaining standards of professional conduct within the Department assisting and advising members of the Department in such matters;
  - promoting the personal and professional development of members of the Department (*usually, but not exclusively, via Performance Management Reviews*);
  - maintaining efficient and effective control and disbursement of the Department's capitation allowance;
  - setting work for absent colleagues and supervising cover/supply staff;
  - to assist and support Department staff in dealing with behavioural issues;
  - to be the leading link from the Department to the Policy Committee and the Leadership Team and the relayer of information to the Department from these groups.
- b) To contribute to the teaching of the Department.
- c) To advise the Head of Faculty/Head teacher on the aims and policies of the Department and the organisational constraints which limit the fulfilment of these.



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- d) To carry out supervision of students as detailed by the Head teacher.
- e) To participate, as required, in meetings with colleagues and parents in respect of the duties of the post.

### **Responsibilities**

The postholder will seek to ensure that:

- appropriate courses are developed, written up in a scheme of work and regularly reviewed;
- effective liaison in the subject is maintained across the Trust, local schools/colleges to which County High sends pupils, those responsible for careers education and, where appropriate, with local industry;
- the subject is promoted amongst staff and students;
- the materials, equipment and fabric of the Department are well maintained and relevant Health and Safety Regulations are observed.
- Departmental priorities for the year are identified through the Improvement Plan. It is the responsibility of the Head of Department to ensure the plan is implemented, monitored and reviewed and for Department members to meet agreed targets (*including specific duties within the department allocated and agreed with colleagues*).
- Performance Management Reviews are carried out as detailed in the County Upper policy document.



## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

October 2022



**PERSON  
SPECIFICATION  
HEAD OF DEPARTMENT**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIREABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Second class degree or higher</li> <li>• Relevant Teaching Qualification</li> <li>• English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</li> <li>• ICT QTS accreditation test level or European Computer Driving License (ECDL)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>• High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum;</li> <li>• Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s);</li> <li>• Evidence of successful leadership of a project or initiative;</li> <li>• Evidence of effective team working.</li> <li>• Experience of teaching and moderating GCSE PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 6 years post qualification teaching experience.</li> <li>• Experience of delivering Level 2 and Level 3 PE courses.</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Ability to read and understand instructions</li> <li>• Ability to complete basic paperwork</li> </ul>	
<b>Organisational</b>		<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures</li> </ul>



<b>Key Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Positive disposition to implementing the Schools' educational vision;</li> <li>• Willingness to work across the Trust's primary schools to secure high attainment for all children in the relevant Year / Subject Group(s) / Key Stage(s).</li> </ul>	
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team</li> <li>• Understanding of the management of change processes</li> <li>• Ability to maintain a consistent and continuous focus on pupil achievement</li> <li>• Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year group(s) Key Stage(s) / Subject(s) pupil outcomes.</li> </ul>	
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>• Able to develop genuine, empathetic relationships with young people</li> <li>• High personal standards in terms of attendance, punctuality and meeting deadlines</li> <li>• High level of personal organisation skills</li> <li>• Good communication skills, both written and spoken</li> <li>• Solution focused disposition and a positive attitude particularly to challenge and change</li> <li>• Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</li> <li>• Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education</li> <li>• Able to work as part of a broader inclusion and pupil support system</li> <li>• Ability to work as a team player and supportive of team working</li> <li>• Ability and willingness to develop own understanding and capability through advice and training</li> </ul>	



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|  | <ul style="list-style-type: none"><li>• Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</li><li>• Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</li></ul> |
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October 2022