

Head of Physical
Education

September 2021





Welcome to Brighouse High School



Thank you for your interest in joining Brighouse High School; we are very much looking forward to welcoming you to our school.

Brighouse High School was one of the initial converter academies in 2006 and is the founding member of the Valley Learning Partnership.

Our school is oversubscribed and has consistently served the community of Brighouse and the surrounding area, always developing and building on consistent good practice and ensuring that positive experiences of student and staff development are partnered with good outcomes for the students. Our School Direct Programme is also growing rapidly as we move to ensure that we engage, train and retain the best teachers for our students.

'It is clear that you are uncompromising in your standards and work to ensure that you meet the needs of individual pupils. Teachers told us that there is a strong sense of 'togetherness' across the school. Pupils told us that they feel part of a caring school community that is fully inclusive with a trusting ethos. Pupils feel valued as learners. They say that they feel safe in school and trust staff to support them with their learning and well-being.' – Ofsted 2017

Our commitment to a broad and balanced curriculum has never faltered; we have always ensured that students are offered the broadest range of opportunities to succeed in an inclusive and supportive environment. We are consistently amongst the highest achieving secondary schools in Calderdale for enabling our students to progress with the benchmark qualifications required to access their next steps in education, employment or training.

Our ethos is simple; we value and are proud to be a comprehensive school which serves all of our local community. The core purpose of our school is to raise achievement for all and to do this within a framework of positive behaviour and relationships. We consistently strive to ensure that Brighouse High School is a happy place to learn and work and that there is equality of opportunities for all. We put the welfare and achievement of our pupils at the core of all our decisions.

Our vision remains clear; we aim to provide for our students an education and support that is second to none. We encourage each individual, student and staff member to contribute positively to school life; the best thing about Brighouse High School is the people in it.

Our sense of togetherness is important to us and to our community and it is often quoted that 'the best thing about Brighouse High is the people in it'.



Head of Physical Education – MPR & TLR2N (£7017)

Required from September 2021 in this successful and oversubscribed Comprehensive School, a Head of Physical Education.

Physical Education is taught as a subject throughout Key Stages 3 & 4 and it is a popular choice at Key Stage 5.

This is an excellent development opportunity to join the Brighouse High team. We are a stand-alone academy, which is proud to have retained its identity at the heart of the community and we are now expanding our collaborative working as a founder member of the Valley Learning Partnership. OFSTED recognised that we are a school which has high expectations and is uncompromising in working to meet the needs of individual pupils. Inspectors reported that *“there is a strong sense of ‘togetherness’ across the school” and that pupils “feel part of a caring school community that is fully inclusive with a trusting ethos. Pupils feel valued as learners”*

Physical Education Department

Department Outline

Physical Education and School Sport plays an important part of life at Brighouse High School and this is an incredibly exciting opportunity to lead a thriving and successful Physical Education Department. Staffed by a team of 7 full-time PE staff and 1 support member of staff, our aim is to develop the sporting performance and knowledge of all students, whilst instilling a lifelong love of sport that promotes a lifestyle centred around being healthy & active.

Curriculum

The range, breadth and diversity of our core PE curriculum allows us to deliver a comprehensive diet of physical activities and sport to all our students. Students in Key Stage 3 receive 2 hours of high quality physical education each week with our Key Stage 4 cohort continuing with 1 hour of PE each week. Students who have a keen interest in PE & Sport can choose to continue their studies in Year 10 & 11 by selecting GCSE PE as one of their preferred subject options. Students can also further their PE studies upon leaving Brighouse High School by opting to study A Level PE at Brighouse Sixth Form.

Extra-Curricular

The PE department takes pride in the extensive extra-curricular programme that is offered to students. Teams often compete in local, regional and national fixtures whereby our traditional strengths have been in Netball, Football, Rugby, Athletics and Rounders. Nevertheless, we also offer a full breadth of sporting opportunities including badminton, basketball, cricket, gymnastics, table tennis and tennis. In addition, the school successfully delivers the Sports Leader Award as well as The Duke of Edinburgh Award at Bronze, Silver and Gold standard.

Facilities

The facilities at the disposal of the Physical Education department are generous, comprising of two full-size rugby pitches, two full-size football pitches, a 9-a-side football pitch, three outdoor netball courts, 5 tennis courts, indoor sports hall, indoor climbing wall, gymnasium and a designated fitness suite. As a result, we are fortunate to have the amenities to offer students excellent opportunities in any chosen activity.

Should you require any further information or wish to visit the Physical Education department then please contact Mr B.Wainwright our Head of Physical Education at b.wainwright@brighouse.calderdale.sch.uk

Our priorities – Brighouse High School

Our People

As an inclusive comprehensive school working in partnerships, we recognise that the single, most important resource we have is our people. As we have consistently stated, the best thing about our school is the people in it. They make our ethos a reality through their day-to-day work. By our people, we mean every person that works with us across our partnerships, irrespective of role.

With this in mind, and in an environment where teacher recruitment remains a challenge, we are committed to enhancing the work of the Valley Learning Partnership School Direct in order to recruit and improve our staff through a programme of high-quality, continuous professional development.

We are also committed to maintaining a high level of retention. This can be via our engagement with the early careers framework and a high quality CPD programme, as well as the numerous professional opportunities that we aim to offer; supporting our employees in seeking wider experience across our partnerships, supporting applications for further professional qualifications and to initiatives such as the leaders in education programmes.

We are committed to recognising and rewarding high performance, as well as ensuring that the wellbeing of all staff is always considered in the decisions we make.

Of course, the people who make Brighouse High School what it is are also our students who, alongside the staff, are at the forefront of every decision we make. What we do, we do because it is right for our students, our staff and our community.

Our Systems

We have never subscribed to the 'one size fits all' approach in our school and have repeatedly described our approach as being led by 'systems with a heart'.

We believe that what works exceptionally well should be rolled out across our organisation and consistently applied as it drives continuous school improvement, but we are always mindful of the need for a heart in all we do. We value our identity as an inclusive school that works relentlessly to raise the aspirations and achievement of all of our students.

Our focus for some time has been on developing our practice in areas such as curriculum, Quality Assurance and Monitoring (QAM) processes, effective assessment and use of data, intervention strategies and developments in teaching and learning, with high quality in-house CPD and appropriate BfL policies.

All of our systems are under constant review and amended if necessary. If something does not work, we change it; if it does, we invest in it and promote it for the good of all of our community.

Our priorities

Our Organisation

Our partnership working has grown from our one secondary school to initially two secondary schools and now five cross-phase schools in just over one year. All schools operate completely independently but our collaboration makes us stronger.

Our primary concern has always been, and will always be, Brighouse High School but real strength and real potential to improve the outcomes for our students lies in strong partnerships. We had a modest growth plan where the Valley Learning Partnership was concerned, but our reputation was strong and has grown and we have built on those strengths to welcome other schools into the organisation and consequently helped to strengthen their position too.

Our next steps, beyond our own school, will be to help shape effective policies and procedures concerning finances and HR services, as well as Health & Safety and facilities management support, which will not detract from but will complement the main business of improving the outcomes of the young people in our school and those who work with us.

One further important priority for us, in terms of the organisation, has always been the effectiveness of governance. We are now strengthened by the board of the VLP and the addition of the University of Huddersfield and a broader pool of expertise feeding into our own school, but we have also focused the effectiveness of our LGB; the next step is to incorporate further training to inform and support governance, at both school and partnership level.

Our Wider Partnerships

A strength of our school is the partnership between home and school as well as the many other partnerships we are developing.

Our own school improvement work, as well as school improvement across our partner schools, remains our primary focus for the coming years but alongside this important work are a number of initiatives including work focusing on improving recruitment and retention through the school direct programme.

We understand the importance and benefits of real collaboration and are building a network of partners as well as deploying our own colleagues to further support other schools in SLE and SIP work across neighbouring authorities.

We will continue to build these networks and partnerships where they will benefit our school and enhance the wider opportunities of our staff and young people.

What we can offer you

If appointed, you will be joining a strong and dedicated Physical Education team and a focused and supportive wider staff body who are fully committed to delivering the best outcomes for our students. We aim to both challenge and support our students and staff to push the boundaries of their achievements, to contribute to the wider life of the school and its community and to be role models in all that they do.

We offer you the opportunity to join a strong and developing team at a time when challenge and reward are in abundance; most of all we offer you a happy place to work in a role which can really shape futures.

There are also the wider opportunities available to you through our partnership work in the Valley Learning Partnership.

This is a fantastic opportunity to make a real difference.

We are looking for a candidate who is seeking to establish themselves in an exciting role and can fully support you on that journey.



Staffing profile

The school currently employs 97 members of teaching staff and 86 members of support staff.

Senior Team

The senior team currently comprises of the Headteacher, two Deputy Headteachers and seven Assistant Headteachers.

Curriculum Leaders

Heads of Department lead curriculum areas, with core curriculum areas also having additional TLR holders within the leadership of that area.

Pastoral Structure

Each Year group is headed by a Head of Year, Assistant Head of Year and has the support of a member of the senior team. Each key stage has the additional support of a non-teaching Pastoral Assistant. HOYs move with their Year group throughout KS3 or KS4. A team of tutors works with each HOY and remains with their form group through each key stage.

The Sixth Form is led by the Assistant Headteacher - Head of Sixth who works with a Head of Year 12 and a Head of Year 13. The Sixth Form team are supported by a full-time administrator.

Support Staff

The school has an extensive array of support staff in student support, administration, IT, technical support and premises. Student support includes:

- Children with additional needs who are supported through the SEND department which includes 11 Learning Support Assistants.
- Vulnerable students are supported through a full-time Additional Needs Coordinator and a Pupil Premium Champion.
- Underachieving students are also supported through various support structures across the key stages.
- Safeguarding Leads and Counsellors to support EWB and Child Protection.
- Pastoral Administrators to support our extensive pastoral structure.

Line Managed by : Deputy Head and responsible to the Headteacher in all matters.

Job Purpose

To support, hold accountable, develop and lead a team focusing on the curricular area and to ensure high standards of teaching and learning and the well being of staff and pupils.

Dimensions

Pupils – to be accountable for the teaching and learning in P.E. for over 1000 pupils at both pre and post-16.

Staff – to be accountable for the development and performance of a team of people (full time equivalent) teaching P.E. or supporting its learning.

Financial – to be accountable for the capitation funding and additional funding allocated to the curriculum area.

Principal accountabilities

The following enable the postholder to meet the key school purpose of *raising standards of achievement within a framework of positive behaviour*.

- ▶ To agree, monitor and evaluate the subject pupil progress targets to make a measurable contribution to whole school targets including data management and catch-up and extension workshops.
- ▶ To create a subject action plan which contributes highly positively to the aims and achievement of the school improvement plan and which actively involves all subject teachers in its design and execution.
- ▶ To provide regular feedback for subject colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in a clear and tangible impact on pupil learning.
- ▶ To assist the designated SLT manager in the annual review of the standards of leadership, teaching and learning in the subject area, consistent with the procedures in the school self-evaluation policy.
- ▶ To ensure all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies including the celebration of pupil success e.g. assemblies, displays, awards, rewards, publicity.
- ▶ To oversee and evaluate the subject budget allocation to ensure the budget is spent in line with subject learning priorities and best value principles.
- ▶ To take a lead in maintaining and developing an extensive programme of sport and leisure activities.
- ▶ To engage all subject staff in the creation, consistent implementation and improvement of schemes of work which encapsulate key school learning strategies and best suit the development of the PE curriculum.

- ▶ To oversee the induction and development of ITT students and NQTs in the P.E. Department.
- ▶ To monitor staff attendance. To liaise with line manager re attendance issues and carry out duties as requested by line manager/headteacher in accordance with school policy.
- ▶ To ensure effective communication/consultation as appropriate with the parents of pupils including the monitoring and evaluation of subject reports to parents.
- ▶ In conjunction with the ICT department to foster and oversee the application of ICT in P.E.

Competencies

- ▶ Challenge & Support –Strives for the best possible provision / Challenges others in the pupil's best interest
- ▶ Conceptual Thinking –Sees patterns / Uses concepts
- ▶ Developing potential –Creates development opportunities
- ▶ Drive for improvement –Sets and tackles challenging targets
- ▶ Flexibility –Adapts procedures / Changes tack
- ▶ Holding People Accountable - Demands performance / Confronts poor performance
- ▶ Impact & Influence –Calculates an impact
- ▶ Information seeking –Gathers information
- ▶ Team working –Builds team spirit

Knowledge and Experience

- ▶ Experienced, authoritative specialised knowledge.
- ▶ Co-ordinate related tasks (within a single department).
- ▶ Able to inspire, motivate and mediate with a team of staff.

Performance Standards

- ▶ Able to meet subject targets for KS 3, 4 and 5 as set in the Departmental Action Plan.
- ▶ Able to work within clearly defined policies and principles (told what to do, free on how).
- ▶ Able to extrapolate from experience into new situations to create new solutions.
- ▶ Able to set objectives for defined area of responsibility, within agreed strategy and policy.
- ▶ Lead responsibility for results in subject area.

Teaching

- ▶ To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Additional Information:

The Head of P.E. is an important role in terms of curricular and extra curricular aspects of the school. The Head of PE has responsibility for Managing and leading Boys and Girls PE staff.

This job description will be reviewed from time to time and in response to changing circumstances after consultation with the post holder.

Person specification

| Attributes | Essential (unless otherwise stated) | How identified A - Application R - Reference I - Interview |
|---|---|--|
| Physical Attributes | <ul style="list-style-type: none"> • Clear and expressive voice • Smart appearance | I I |
| Education, Training and Qualifications | <ul style="list-style-type: none"> • Appropriate degree • Qualified Teacher status • Recent INSET in P.E. • Leadership experience with P.E. or wider school environment (desirable) • Middle Management / Leadership CPD (desirable) | A A A / R A / R / I A / R / I |
| Experience | <ul style="list-style-type: none"> • Experience of curriculum development, which includes devising modified and differentiated work schemes and programmes of study • Experience of teaching P.E. to GCSE (essential) and Post-16 (desirable) • Experience of managing a variety of pupils of relevant age and ability • Experience of successful teaching • Experience of the use of IT appropriate to the implementation of National Curriculum requirements • Experience of leading extra-curricular sport and physical; activity | A / R / I A / R / I A / R / I A / R / I A / I A / R / I |
| Attitudes | <ul style="list-style-type: none"> • Enthusiasm for teaching P.E. and developing cross-curricular links • Enthusiasm for extra-curricular sport / P.E. • Interest in and enjoyment of working with children • Orderly, methodical and well-structured approach to teaching, including punctuality to school and lessons and care of the classroom and resource materials • Commitment to the job • Commitment to raising achievement • Commitment to, and empathy with, the aims of comprehensive education • Commitment to equal opportunities • Initiative, creativity and flexibility • Evidence of having given thought to the teaching of P.E. to all children in accordance with National Curriculum developments • Awareness & experience of the implications of National Curriculum, assessment and reporting procedures | A / R / I A / R / I A / R / I R / I A / R R / I R / I R / I I R / I A / R / I A / R / I |

Person specification

| Attributes | Essential (unless otherwise stated) | How identified A - Application R - Reference I - Interview |
|-------------------------------|--|---|
| Knowledge and Skills | <ul style="list-style-type: none"> • Good relationships with pupils • Good classroom discipline • Co-operative relationships with staff • Good organisational skills • Managerial and leadership skills • Understanding the importance of whole school planning and policies | R / I R / I R / I R / I R / I R / I |
| Self-Management Skills | <ul style="list-style-type: none"> • Ability to set realistic goals, work towards them and monitor progress • Ability to maintain a sense of proportion in difficult situations • Ability to communicate appropriately, verbally and in writing | A / R / I A / R A / R |
| Other | <ul style="list-style-type: none"> • Interest in and willingness to contribute to extra-curricular activities outside the P.E. area | A / R / I |

Application process

Please note, all applicants must complete the application form, downloadable from the school website: <http://www.brighthouse.calderdale.sch.uk/Contact-Us/Jobs/Current-Vacancies>

Completed applications should be emailed directly to Mrs Kath Jackson by 12 noon on April 23rd using the following address: k.jackson@brighthouse.calderdale.sch.uk

Candidates wishing to visit the school prior to application should contact the Headteacher's PA, Mrs Kath Jackson using the following address: k.jackson@brighthouse.calderdale.sch.uk

Interviews are likely to be during the week commencing Monday 26th April.

