

Job Description

Job Title: Head of PE

Location: Malcolm Arnold Academy, Northampton

Role Summary:

- To lead our PE department
- To be the Subject Leader of PE and be responsible for leading, managing, supporting and monitoring the work of the departmental team to secure effective leadership and management of the department and high standards of staff performance.

Background:

We are looking for an excellent Head of Physical Education to join us and to lead our team. Our True North, as a school is an education that is ambitious, broad and knowledge-rich, and that equips our students to live full, rich and successful lives.

We are looking for a subject leader of Physical Education who knows the powerful knowledge in their subject and who loves teaching, has significant subject expertise, who thrives on leading effective delivery across all classrooms.

Our students have access to exceptional sport opportunities at Malcolm Arnold Academy, including participation in All Stars teams, elite athlete visits, mentoring and talent pathways and programmes run in conjunction with the David Ross Education Trust's specialist partners. In addition, our extensive enrichment programme is inclusive for all students and ranges from opportunities to join clubs to elite sporting opportunities across a wide variety of sports.

Malcolm Arnold Academy sport has an excellent reputation both in the local area of Northampton and in the wider community of the David Ross Education Trust. We have previously held the title of Northants Sports School of the Year, as well as winning county titles in a range of sports. Our students strive to be part of Team MAA and we are looking for someone who shares that passion to lead our team.

We are also keen that applicants are allied with our DRET Way; the compass of our Trust and also our MAA Way which describes how we work. The fundamentals for us are:

- Unbeatable learning climate through our Warm:Strict philosophy
- Unapologetically high expectations for and of the students in our care
- Clear boundaries, rules and routines so students feel safe and calm
- Acquisition of powerful knowledge as a goal in itself
- Students gaining a knowledge base that is ambitious and empowering.
- Rigorous and challenging academic curriculum,
- Broad range of sport, art and musical opportunities.
- Teachers who are subject experts and make use of evidence-based teaching methods Direct and effective teaching, so knowledge is learnt and remembered

At Malcolm Arnold, we ensure that all teachers are able to draw on the sources of scholarly authority and reservoir of thought and practice that have been developed within their specialist subject communities through our Trust- wide subject communities. This involves engagement for teachers with their wider subject education community through subject associations, subject education journals, subject-specific CPD on curriculum development and teaching. It also involves refreshing and constant renewal of subject knowledge, through reading and discussing scholarship, engaging in contemporary debates, and developing our own practice as teachers.

Subject communities are central to Malcom Arnold's vision for curriculum and teacher development, whereby each subject community is made up of subject specialist teachers deeply engaged with curricular questions, renewing and holding ownership of the Trust-wide curriculum and sustaining their own subject expertise. Through Trust-wide subject community meetings and in-school department meetings, all subject teachers have responsibility and involvement with the Trust-wide curriculum development. We work collaboratively in our curriculum decision-making, so as to draw upon collective expertise and minimise unnecessary workload.

The DRET Way

Crafting an unbeatable learning climate through our Warm:Strict philosophy, we hold unapologetically high expectations for and of the students in our care. We have

clear boundaries, rules and routines because students deserve to feel safe and calm in school.

We value the acquisition of powerful knowledge as a goal in itself, and as an entitlement for all children. We invest significant time and resource into ensuring that students gain a knowledge base that is ambitious in scope so that it can empower them as active citizens of their community now and in the future. Alongside a rigorous and challenging academic curriculum, students are enriched by a broad range of sport, art and musical opportunities.

Our teachers are subject experts and make use of evidence-based research to ensure that they pass on their knowledge to students in the most direct and effective ways, ensuring that it is learnt, remembered and supports every child to achieve their fullest potential.

Reporting To:

Senior Leadership Team

Salary:

Key Responsibilities

Key Duties and Responsibilities

Key Duties

- To play an active role in the stewardship of the curriculum/teacher development in Physical Education alongside other DRET subject leaders and the Trust-wide subject leader in Physical Education.
- To contribute to and support all subject teachers' engagement with their Trust-wide subject community and in-school curriculum/teacher development activity.
- To ensure that in school curriculum/teacher development supports all teachers within the department to sustain their knowledge and practice as Physical Education teachers.
- To engage with your wider subject education community through subject associations, subject education journals, subject-specific CPD on curriculum development and teaching

Personal specification (for subject leaders)

Education & Qualifications

- Evidence of commitment to further subject-specific professional development

Specialist Knowledge & Skills

- Knowledge of subject education research and key debates within the Physical Education subject community
- Knowledge of the national curriculum programme of study for Physical Education and of current subject developments.

Relevant Experience

- Excellent subject knowledge and expertise demonstrated through secondary Physical Education teaching experience
- Productive participation and engagement with the national subject community through engagement with subject associations, subject education journals, subject-specific CPD on curriculum development and teaching.
- To lead our Physical Education department
- To be the Subject Leader for Physical Education and be responsible for leading, managing, supporting and monitoring the work of the departmental team to secure effective leadership and management of the department and high standards of staff performance.
- To develop a creative, engaging and consistent approach to teaching in Physical Education which reflects the curriculum and new specifications.
- To lead and develop the quality of teaching and learning.
- To ensure curriculum provision and developments are appropriately broad, balanced, relevant and differentiated and are in accordance with academy policy and any national or local guidance
- To raise standards of student attainment, achievement and behaviour for learning within the department
- To be accountable for promoting, monitoring and supporting pupil progress and development within the department
- To improve the provision for all learners in subject area
- To develop transition programme where appropriate

Teaching and Learning

- To be a role model for teaching, setting high expectations, developing pedagogy.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning
- To ensure all members of the department are familiar with its vision, aims, objectives, policies and plans
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department
- To take responsibility for the day-to-day management, control and operation of the curriculum programme within the department
- To ensure schemes of learning and lesson plans are in place to support the provision of the curriculum programme
- To ensure that all team members participate in the academy's procedures for lesson preparation, planning and evaluation
- To ensure that all team members participate in the academy's procedures for marking, assessment, recording and reporting
- To keep abreast of developments within the subject areas, teaching practice and methodology and initiatives at a local, national and global level
- To use, recognise and promote the importance of new technologies
- To communicate a positive image of the department and the academy
- To play a key role in fostering an orderly environment, including providing support for other members of the department, which is supportive of teaching and learning
- To undertake an appropriate programme of teaching in accordance with the duties of a teacher as set out in the Teachers' Pay and Conditions Document

Resources

- To assist identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the academy and the students

Pastoral

- To act as a form tutor when required and to carry out the duties associated with that role as outlined in the generic job description

Additional Duties

- To play a full part in the life of the academy community, to support its mission and ethos and to encourage staff and pupils to follow this example
- To undertake any other duties as requested by the Head of School

Key Responsibilities – all staff:

- To support the academy ethos
- To contribute to academy-wide events including curriculum-focused events as part of the ICT team, as and when required
- To support and contribute to the academy's commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
- To be aware of the academy's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
- To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and not part of it may be so construed. In allocating time to the performance of duties and responsibilities the post-holder must have due regard to the paragraphs relating to working time in the Teachers' Pay and Conditions Document.

This job description is not necessarily a comprehensive definition. It will be reviewed regularly

Person Specification

Qualifications and Professional Development

Essential

- Qualified Teacher Status
- A degree in physical education/sport
- Experience in leading others

Desirable

- Higher degree
- Experience in leading a Physical Education team

Knowledge, Skills and Competencies

Essential

- Familiar with recent developments in the teaching and learning of the subject including strategies for raising achievement.
- Able to use assessment data to improve achievement.
- Equal opportunities.
- Able to use ICT across the curriculum and for administrative purposes.
- Understand how the National Curriculum applies to all students.
- Accepting of how the Academy Specialisms can be incorporated into the subject

Experience

Essential

Experience of teaching in a UK academy

Desirable

Experience of contributing to curriculum development within subject area