



The Winston Churchill School

Caring | Inspiring | Successful

Head of Physical Education

Recruitment Information Pack



“Pupils are encouraged to do well, not just academically but also in developing the skills they need to contribute to the world outside of school.”

Ofsted November 2023

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www.wcsc.org.uk

‘Service before Self’



Role: Head of Physical Education

Recruitment Information Pack

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Dear Applicant

Thank you for taking the time to consider making an application for a post at The Winston Churchill School. Winston is a very good school that is sustaining its progress towards being outstanding. Students at Winston are receptive, eager to learn and are willing to engage in the huge range of educational opportunities offered to them.

Senior Leaders and the governors have a five-year strategic plan, aimed at providing a first class education for all of our students and I want you to be instrumental in shaping and realising the plan. Our results reflect year on year improvements and data is used effectively to target support and intervention. We have a challenging curriculum with over 60% of students entered for the EBAC qualification. We support children to take a qualification in their home language.

As a member of the Winston staff team, you can expect a thorough induction process; support from a mentor, excellent CPD opportunities, to be consulted on school developments and to be supported to achieve your personal best in your role.

Every member of staff, both in support roles and teachers, have a part to play in the success of our students and that of the school.

Teaching and learning is at the heart of the school's development, with the aim of students making rapid and sustained progress. I want to empower teachers to develop a creative approach, that engages students and ensures that they are able to develop the skills that they need to continue learning. Members of staff aspire to be invited to be part of a personal learning community and are provided with opportunities to contribute not just to their department but to the whole school, through projects and Inset Days. New opportunities to work with our partners, including Wellington College and other local schools, ensure that we are outward looking and that innovation is based on thorough research, regarding the impact on learners.

This vibrant learning community is seeking to appoint ambitious self-starters, who want the best for their students and their school, as well as themselves. Our staff team combined with great students and innovative facilities will empower you to be the best that you can be.

If, having read this application pack and researched Winston through the website, you are ready for the challenge, I look forward to receiving your application.

[The Winston Churchill School A Specialist Sports College - Open - Find an Inspection Report - Ofsted](#)

Yours faithfully

Zoë Johnson-Walker
Headteacher



School Performance

We are delighted by the performance of our 2023 leavers, who developed remarkable resilience and resourcefulness to achieve some of the best examination results we have ever had. Here is a comparison of the 2023 results with the results from 2019, which was the last time students sat public examinations.

We have shown the percentage of students achieving at least a grade 4 (standard pass), grade 5 (strong pass) and grade 7 (old A grade) for a selection of subjects.

Subject		2019	2023
English	4+	78%	81%
	5+	63%	66%
	7+	25%	26%
Maths	4+	74%	77%
	5+	54%	57%
	7+	18%	22%
English + Maths	4+	68%	71%
	5+	49%	51%
	7+	12%	12%

Subject		2019	2023
French	4+	46%	78%
	5+	29%	56%
	7+	6%	23%
Drama	4+	84%	84%
	5+	64%	64%
	7+	16%	22%
Music	4+	97%	96%
	5+	94%	88%
	7+	35%	46%
Computing	4+	57%	74%
	5+	43%	51%
	7+	27%	26%

For those who had at least 95% attendance, achievement in English & Maths was 88% 4+, 68% 5+ and 17% 7+

Students make significantly better progress at Winston in both English and Maths, than students nationally.

Approximately $\frac{3}{4}$ of students have the qualifications to go on to study at a higher level, with many aspiring to Russell Group universities.

Facilities	Equality	Leadership	Opportunities
<p>Our facilities set us apart from other schools and include:</p> <ul style="list-style-type: none"> • A radio station • A recording studio • Observatory and sports facilities that include a 3D pitch and new training facilities • New science labs • A Discovery Space including library and planetarium 	<p>Active student voice through the school council, peer mentors and the Anti-Bullying committee.</p> <p>Focus on wellbeing.</p> <p>Access to all areas of the school for physically disabled young people to a high-quality education</p>	<p>The Winston competencies and skills allow all students to improve themselves and describe their learning journey in an articulate way.</p> <p>We have programmes that enable our students to develop their ability to lead in sports, maths, art, drama and languages.</p> <p>Through these, they develop their strengths and build self-confidence</p>	<p>Some of the opportunities offered to students:</p> <ul style="list-style-type: none"> • Participation in school productions at a professional theatre • Music tour • Duke of Edinburgh Award • Battlefields visit • Study Astronomy • Young Enterprise • Wellington College workshops



Why Work at Winston

- Winston is a forward-thinking place which aims to provide its students with an environment in which they can grow intellectually, creatively and spiritually.
- Come join an enthusiastic, motivated team/school that cares, challenges and inspires our Secondary students.
- to join friendly, supportive teams within our successful school.

Jessie Vadi – Subject Leader for Technology

The Winston Churchill School has been a great place for me to start my teaching journey. I was fortunate enough to join a collaborative and inclusive department with similar values. Geographers who value other cultures, inspire and celebrate success.

Ayman Shahid – Geography Teacher

Winston is a great school to work at. The students here are by far the friendliest I've ever taught, the staff the most approachable. The school has a fantastic partnership with other local schools and the 'Teachmeets' have been a particular highlight of this partnership for me. I've heard so many great ideas from colleagues and to work in a school where others are willing you to share those, and support one another when trialling them, is very encouraging.

I find Winston an uplifting place to work. The atmosphere is positive, and you are surrounded by staff who really care about their work. There are always opportunities to progress in your career and you will be supported in this throughout the school. Students embrace a challenge and are expected to share the responsibility for their learning

Lucy Markham – Assistant Headteacher

- Get to work with an amazing team of people.
- Many opportunities for CPD.
- Staff involvement in planning and taking responsibility for improvements.
- Good induction programme for new staff

Sophie Harris – Subject Leader for Geography

Training via the AO route gave me the freedom to choose and hone my own teaching style. I developed good working relationships with my students and enjoyed the challenge that came with the responsibility of having my own class. Winston Churchill provided the support and guidance I needed to get the most out of my training, and I enjoyed becoming part of the team.

Kate Penny – Deputy Subject Leader of Maths



Strategic Priorities: 2023-2024: We are all responsible

Strategy	Intended Impact:
To further support students to access an innovative and relevant education programme, developing autonomy, while valuing collaboration.	All students, regardless of individual needs, are supported to achieve their personal goals and are prepared to manage a range of future life challenges, effectively.
To further increase the opportunities for our staff team to experience effective mentoring and support in their role, through to achieving their career aspirations and to manage their own wellbeing.	All staff are respected and valued across the school and enjoy a positive relationship with a mentor, who will support their career aspirations.
Ensure that the learning needs of every person are identified and provided for through appropriate teaching methods, in order to raise standards. Generate an interest in the work of each individual, from parents, staff and governors, valuing the quality and the purpose.	Student needs are recognised and additional strategies in place to ensure that progress is at least as good as or better than their peers. That approaches to literacy are agreed and implemented across the school, to ensure access to the curriculum. That students value their work because teachers, parents and governors recognise the quality.
Further develop the culture of the school in terms of inclusivity, enabling all individuals to learn with purpose, embrace challenge and access leadership opportunities by having an awareness of self.	Differences between members of our community are recognised and celebrated. That characteristics, culture and events are highlighted positively and celebrated. That inappropriate language or other behaviours are challenged.
To recognise and promote our social responsibility within our school and local community. Continue to collaborate with stakeholders to improve the perception of the school in the community, enhance opportunities for students and staff.	Winston is the school of choice in the local and wider community. That there is recognition of the positive contribution our students make. Foster good working relationships with outside agencies to support both students and the community.
To manage the school's resources effectively, ensuring a secure, safe environment, as well as one that inspires learning, through high quality developments that demonstrate that the school is forward thinking and dynamic, increasing opportunities for students and staff.	An ability to recruit 300 students each year to ensure financial security. To action the estate's strategy with a focus on refurbishing to a high standard, areas of the school which have so far been under-developed. Widening access to a diverse curriculum and opportunities.



Departmental Information – Physical Education

Departmental Staffing Structure:	<p>Subject Leader – To be appointed. No Deputy Subject Leader Total of 11 staff (Team comprises of 1 HOD, 4 Year Leaders, 2 Deputy Year Leaders, all staff other than the HOD teach a second subject) 2 AO 1 PE Technician</p>																																				
Curriculum:	<p>KS3 & 4 Core PE: National Curriculum KS4: Edexcel GCSE PE</p>																																				
2023 Results, KS4:	<p><u>Grade 4+ %</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Subject</th> <th style="width: 10%;">2023</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2019</th> </tr> </thead> <tbody> <tr> <td>GCSE PE</td> <td style="text-align: center;">79.4%</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">87.7%</td> </tr> <tr> <td>OCR Sport Studies/VCERT PE (2019)</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table> <p><u>Grade 5+ %</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Subject</th> <th style="width: 10%;">2023</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2019</th> </tr> </thead> <tbody> <tr> <td>GCSE PE</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">77.9%</td> <td style="text-align: center;">75.4%</td> </tr> <tr> <td>OCR Sport Studies/VCERT PE (2019)</td> <td style="text-align: center;">28.6%</td> <td style="text-align: center;">5.6%</td> <td style="text-align: center;">11.1%</td> </tr> </tbody> </table> <p><u>Grade 7+ %</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Subject</th> <th style="width: 10%;">2023</th> <th style="width: 10%;">2022</th> <th style="width: 10%;">2019</th> </tr> </thead> <tbody> <tr> <td>GCSE PE</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">41.4%</td> <td style="text-align: center;">45.6%</td> </tr> <tr> <td>OCR Sport Studies/VCERT PE (2019)</td> <td style="text-align: center;">-</td> <td></td> <td></td> </tr> </tbody> </table>	Subject	2023	2022	2019	GCSE PE	79.4%	87%	87.7%	OCR Sport Studies/VCERT PE (2019)	50%	28%	50%	Subject	2023	2022	2019	GCSE PE	68%	77.9%	75.4%	OCR Sport Studies/VCERT PE (2019)	28.6%	5.6%	11.1%	Subject	2023	2022	2019	GCSE PE	22%	41.4%	45.6%	OCR Sport Studies/VCERT PE (2019)	-		
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Facilities:	<p>4G Astro, 4G Cage, 3 Netball/Tennis courts, Sports hall, Fitness Suite, Small gym, F Field, Long Jump Pit</p>																																				
Resources, including IT:	<p>Well stocked PE equipment across the curriculum Access to IT suites across the school Laptops for register taking in the changing rooms/assessment purposes FROG with a fully built online curriculum.</p>																																				



Key areas for development:	<p>Increase participation levels at extra-curricular clubs (in particular PP, SEND).</p> <p>Develop the use of literacy and subject specific terminology in lessons and embed in home learning tasks.</p> <p>Develop the use of the online curriculum to enhance student centred learning, with a focus on developing 'Purple week' tasks.</p> <p>Develop KS4 marking policy to ensure that marking is purposeful and consistent across the department.</p> <p>Develop student leadership roles and opportunities.</p> <p>Improve the attainment of the lowest achievers within KS4 GCSE PE.</p>
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Job Title: Subject Leader: **PE**

Job purpose: To support the school in the implementation of its key priorities as detailed as specified in Department and School Development Plans.

Post Holder:

Pay Scale: Main Scale + TLR 1d

Responsible to: DHT Quality Assurance / Director of Specialism / AHT Curriculum / Line Manager

Accountable for: The effective leadership and management of PE teaching and learning across the key stages

Key accountabilities:

You are required to:

- Lead and manage the PE curriculum, with specific responsibility for KS4.
- Build and maintain an effective teaching team which continually enhances the quality of learning and achievement and supports the objectives of the school
- Teach PE within the age range 11 – 16 and, if necessary, other subjects commensurate with your expertise.
- Act as a member of the school’s student support and guidance organisation as directed by the Headteacher.
- Contribute towards raising standards and achievement
- Share with and support the school in providing opportunities for personal and academic growth.

Key Tasks:

To undertake the following:

Leadership

- Inspire department members by personal example, creating a vision, sense of purpose and pride in the department and taking responsibility for continuously improving the quality of teaching and learning in the department.
- Effectively manage the human resources at the department’s disposal, including teaching and support staff, motivating individuals by recognising success and encouraging teamwork.
- Ensure that all members within the department with additional curriculum responsibility allowances have a detailed job description for each management point which are reviewed and updated annually according to department needs.
- Be responsible for maintaining discipline in the department including supporting staff during lessons when appropriate.
- Play a major role as a middle leader in the development of all aspects of the school, including its policies and their implementation.
- Implement school assessment and target setting policies, ensuring that deadlines are adhered to by your team members, and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject with a view to improving teaching and learning.
- Implement, monitor and evaluate department policies and documentation.
- Initiate/maintain the provision of department extra-curricular activities.



- Chair and produce the agenda for effective department meetings. To ensure minutes are made and are actioned, kept secure and circulated as appropriate.

Curricular/Departmental Development

- Contribute towards continuity and progression within the whole school curriculum by working in collaboration with the SLT on the production of the School Development Plan (including Specialist School).
- Review and implement the Department Development Plan and the part it plays in the whole school development.
- Develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils. These should provide for the students' spiritual, moral, social and cultural development, including citizenship and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
- Monitor and evaluate the teaching in the department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team, in order to improve further the quality of teaching and learning.
- Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.
- Co-ordinate work with the SENCO to ensure IEPs are used to set subject-specific targets, and to match curricular materials and approaches to student needs.

Stock/Resources/Budget

- Manage the department stock, teaching resources and finances efficiently, and to obtain best value for money.

Liaison/Communication

- Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
- Meet regularly and work with the 'SLT link' and line manager for professional support and to develop effective departmental management and to ensure an appropriate timetable for all members of a team.
- Meet regularly and work with the PE Technician for professional support and to develop effective departmental management of the science technician team.
- Develop relationships with other subject leaders and with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all students.
- Hold regular department meeting where new developments and ideas related to the subject are discussed and where information is effectively disseminated. Ensure minutes of these meetings are copied to DHT Quality Assurance, Director of Specialism and AHT Curriculum.
- Co-operate with the Health and Safety management and inspection process.
- Encourage the sharing of information with parent/carers and other staff about curricular choices, study skills and student performance with a view to building a partnership between parents and the school.
- Provide helpful and accurate responses to parent/carer enquiries within 48 hours of receipt of the enquiry.
- Co-ordinate the production and maintenance of the Department handbook.
- Produce information as required for the school web site.



- Oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.
- Oversee the management and safe working practice of the PE technician.

Professional responsibilities

- Provide or organise in-service training for the department staff (teaching and support staff) as appropriate.
- Have overall departmental responsibility for the monitoring, support and assessment of trainee (ITT), Newly Qualified teachers (NQTs), Graduate Trainee teachers (GTPs) and Overseas Trainee Teachers (OTTs) and ensure that effective mentoring is taking place.
- Work with staff to help them to identify development opportunities within the department and through external agencies or courses.
- Delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- Meet deadlines.
- Prepare the SEF and present at the annual review with the headteacher and senior leadership team.
- Engage actively in the Performance Management Review process ensuring that the Performance Management Cycle is completed annually for all department members by the set deadline.
- Use the Performance Management Cycle to assist in enhancing the professional development aspirations of colleagues.
- Take responsibility for own professional development, setting objectives for improvements.
- Personally keep up to date with developments and new ideas related to the subject and share this information with department colleagues.
- Attend school staff meetings and take part in Open Evenings, Progress Review days.
- Attend parents' consultation meetings as directed.
- Participate in the In-Service Training programmes (INSET) organised by the school and other relevant bodies.
- Implement school policies.
- Participating in activities outside school to promote liaison with other schools and agencies.

Other Specific Duties

- Play a full part in the life of the school community at The Winston Churchill School, support our vision and values and encourage staff and students to follow this example.
- Undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned above.
- Carry out a health and safety audit of the working environment and working practice annually.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Signed (Post holder)..... Date.....

Signed (Line Manager) Date of next review



Person Specification for the post of Subject Leader for P.E.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	ESSENTIAL		DESIRABLE	
	Attribute	Stage identified	Attribute	Stage identified
Qualifications	<p>Good Honours Degree in appropriate subject</p> <p>Recent participation in relevant professional development</p> <p>Obtain DBS clearance</p> <p>Satisfactory references</p> <p>PGCE/QTS in Secondary phase</p>	<p>Letter</p> <p>Application form</p> <p>Reference</p>		<p>Letter</p> <p>Application form</p> <p>Reference</p>
Experience	<p>Successful experience of leadership within a PE department or the school</p> <p>Proven track record as a highly effective classroom teacher</p> <p>High level skills in data handling and analysis</p> <p>Experience of successful curriculum planning/implementation</p> <p>Presenting effectively to varying groups/audiences including students/staff/parents</p> <p>Effective team leadership, initiating change</p> <p>Record of very good achievement in results, student progress and classroom teaching</p>	<p>Letter</p> <p>Application form</p> <p>Reference</p> <p>Interview</p>	<p>Experience of partnership working</p> <p>Experience of leading staff in key aspects of school improvement or monitoring and evaluation</p> <p>Involvement in cross curricular, whole school activities</p> <p>Experience of leading training/development within school and externally</p> <p>Ability to teach 'A' Level / Level 3 qualifications</p>	<p>Letter</p> <p>Application form</p> <p>Reference</p> <p>Interview</p>



<p>Knowledge & skills</p>	<p>Be able to promote a learning culture which embraces new technologies and promotes skills development among students.</p> <p>Have effective team leadership and management</p> <p>Evidence of raising achievement in your present post</p> <p>Evidence of building and maintaining effective relationships with students & parents</p> <p>Have evidence of recent CPD relevant to a leadership post</p> <p>Possess highly effective leadership and management skills with the ability to inspire, lead and work in a variety of teams</p> <p>Understand how students learn and how to raise standards of achievement</p> <p>Good knowledge and understanding of current developments in PE and wider educational thinking</p> <p>Possess a positive approach to school improvement and excellence and have high expectations of yourself and others</p> <p>Be an excellent communicator and decision maker</p> <p>Have excellent organisational skills</p>	<p>Letter</p> <p>Interview</p> <p>References</p>	<p>High level ICT skills</p> <p>Analytical and statistical skills</p>	<p>Letter</p> <p>Interview</p> <p>References</p>
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	<p>Lead by example and challenge underachievement effectively through support and accountability dealing sensitively to resolve conflicts and problems</p> <p>A good working knowledge of health and safety issues</p> <p>Highly effective behaviour management skills</p> <p>Ability to delegate effectively</p>			
Personal qualities	<p>Self-awareness (emotional self-awareness, accurate self-assessment, self-confidence)</p> <p>Social awareness (empathy, organisational awareness)</p> <p>Self-management (emotional self-control, transparency, adaptability, achievement orientation, initiative, optimism, work/life balance)</p> <p>Relationship management (developing others, inspirational leadership, change catalyst, influence, conflict management, teamwork and collaboration)</p>	Selection process	Ambition for further promotion	



The Application Process

Welcome to The Winston Churchill School, our application process is outlined below. It is designed to support you with information regarding the post for which you are applying and knowledge of The Winston Churchill School during this important stage of furthering your career.

The application pack comprises of the vacancy advert; a letter from the Headteacher- Mrs Zoe Johnson-Walker; our vision, why you should work at Winston; departmental information; a job description – this details the main duties of the post and the purpose of the role/responsibilities of the job; person specification – which describes the skills, expertise and aptitudes required for the post and an application form. Please also visit our website www.wcsc.org.uk for all up to date school information.

Stage 1:

Download the application pack and application form from www.wcsc.org.uk

Stage 2:

Please complete the application form – this is a key part in our decision making process and it is important that all sections are completed accurately, but the statement may be submitted as a separate document.

Stage 3:

Please submit the completed application form along with a statement (see Stage 2) detailing your suitability for the role. This should relate to the job description and person specification and be no longer than two sides of A4, font size 11.

Stage 4:

Please email the completed form to l.rutland@wcsc.org.uk, PA to the Headteacher or post to The Winston Churchill School, Hermitage Road, St Johns, Woking, Surrey, GU21 8TL for the attention of Mrs L. Rutland.

All applications will be acknowledged upon receipt. Short listing will take place following the noon deadline. Successful candidates will be contacted with the interview date and timings. Unsuccessful candidates will also be notified.

The school ensures that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.