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## JOB DESCRIPTION

<b>Post Title:</b>	Head of Subject (Physical Education) for Fen Rivers
<b>Location:</b>	Kings Lynn, Norfolk
<b>Department:</b>	Fen Rivers Advocacy Team
<b>Salary Grade:</b>	Main Scale Range
<b>Contract:</b>	Permanent; 37 hours per week: Monday – Friday term time only
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Pupils, Parents, member of staff

### Purpose of the Job:

- To manage, support and develop a group of marginalized young people and their families by building trusting relationships using individual sessions, group work, family visits and other interventions.
- To oversee a holistic person-centred approach to a young person's journey from entry to exit, bridging the gap between their academic, behavioural, and therapeutic needs.
- To develop individual education/learning plans that brings together internal, external and multi-agency professionals in order to support development, attainment and progression.
- To embed safeguarding and inclusion principles at the heart of all practice.
- To provide effective leadership and management on a specific academy for, delivering a safe and secure education provision for students with complex needs and behaviours.
- To be the driver in behaviour management and student support for complex and vulnerable students.
- To manage the educational environment, which supports and motivates students with complex needs, whilst they undertake a high quality and aspirational curriculum.
- To drive performance and outcomes in engagement, curriculum, quality of teaching, safety, achievement and progression.
- To work with the Operations Manager to ensure that the Academy's overall effectiveness is judged by OFSTED as consistently good or outstanding.

### Main Responsibilities

#### Curriculum

- To be responsible to the Headteacher for the organisation, teaching and assessment of subjects and courses, as part of the curriculum of the whole school.
- To establish and make explicit aims and objectives for the teaching of subjects and to review, evaluate and develop the curriculum to meet these objectives.
- To ensure that syllabuses and schemes of work are produced, monitored, and reviewed.
- To develop assessment processes which are compatible with national and school policy.
- To develop structures to ensure progression and continuity in terms of cross-curricular work.
- To promote teaching and learning styles which are consistent with The Bridge Teaching and Learning Principles.
- To contribute, as necessary, to the planning of the school timetable.
- To ensure that wall displays within teaching and resource areas assist learning and reflect the high quality of work expected of pupils.

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### Teaching Staff

- To accept the general leadership role associated with posts in middle management in schools.
- To co-ordinate and monitor the quality of work of subject teaching staff.
- As well as establishing professional standards for the whole subject he/she is responsible within guidelines laid down by the school, for the deployment, development and monitoring of staff who teach in the subject, for the allocation and use of resources and for the establishment and implementation of policy within the whole school structure.
- He/she is also responsible for liaison with feeder Schools and other outside agencies as appropriate.
- To facilitate the sharing of good practice in teaching and learning throughout the subject and to proactively nurture the development of individual practitioners to establish outstanding teaching and learning.
- To assist with recruitment, appointment, deployment, and monitoring of staff.
- To make arrangements for the induction of newly appointed teachers within the subject and to provide a full programme of guidance and support for these teachers.
- To promote the professional development of all teachers within the subject, and to assist in performance management procedures within the agreed framework.
- To be responsible for supervision of student teachers within the subject.
- To ensure that appropriate work is set when subject teachers are absent.
- To establish an effective structure for subject consultation and communication including the chairing of meetings and working groups.

### Support Staff

- To assist with recruitment, appointment and deployment of support staff/volunteers as needed.
- To be responsible for the supervision of the work of support staff/volunteers.

### Pupils

- To establish and implement clear guidelines for standards of work and behaviour within the curriculum.
- To co-ordinate procedures for monitoring and recording of progress, and the setting of targets.
- To ensure that pupils' work is regularly assessed, that feedback to facilitate progress is given and acted upon, and that adequate homework is set.
- To organise the setting and marking of internal tests and examinations.
- To liaise with the SENCO in helping support pupils' individual needs.
- To co-ordinate appropriate interventions for pupils making less than good progress, monitor the impact and record progress data in line with agreed school protocols.
- To advise and organise the allocation of pupils into teaching groups.
- To be responsible for the writing and issuing of reports, progress checks and references within the subject.
- To be responsible for liaison with the Examinations Officer about external examination entries and procedures within the subject as appropriate.
- To be responsible for all arrangements for pupils taking internal and external examinations.

### Community

- To ensure effective dialogue with parents in accordance with school policies.
- To ensure that the subject is properly represented on parents' evenings.
- To develop links with the community and with industry as appropriate.
- To liaise with feeder schools and with other post-16 institutions. To liaise with external agencies as necessary.

### Resources and Accommodation

- To be responsible for subject cost centres.

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- To allocate resources within the subject to meet curriculum objectives.
  - To be responsible for ordering, recording and making an inventory of resources within the subject.
  - To establish and enforce standards for proper care of accommodation, furniture and equipment within the subject.
  - To advise the Assistant Head Teacher about future needs of the subject for resources and accommodation.

#### Organisational Leadership

- Line manage Teachers, Recruitment and Progression Officer, Administrator and other staff as required.
- Develop positive relationships with students, parents/carers, external agencies (e.g. social services) and other key stakeholders.

#### Safeguarding

- Report any disclosure made to you to the appropriate person.
- Report any safeguarding concerns in the workplace to the appropriate person.
- Maintain an awareness of the Trust policies in relation to safeguarding.

#### Other general duties

- To Safeguard and protect children in accordance with the Bridge MAT'S Policies and Procedures at all times.
- To maintain confidentiality of information; it will be necessary to comply with all requirements related to the Data Protection Act/ General Data Protection Regulations (GDPR).
- To treat everyone with respect, dignity, and fairness and to acknowledge and celebrate diversity.
- Undertake personal and professional development activities and liaise with other staff so knowledge and best practice can be shared.
- Other responsibilities commensurate with the post.

#### Additional information

- Fen Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice will be followed, and pre-employment background checks will be undertaken before any appointment is confirmed. The post is subject to an enhanced DBS check.
- At Fen Rivers we value equality, diversity and inclusion. We are wholeheartedly committed to the principle of equality of opportunity, both as an employer and as a provider of services. Diversity and Inclusion is part of what we do every day, working to deliver our vision to build a strong society where everyone has good people around them, a purpose, and a good place to live.

## Experience, Skills and Abilities

### Essential

- QTS, Degree in related Subject.
- Discretion and an ability to work confidentially.
- Maintain records and prepare written reports.
- Communicate effectively, both verbally and in writing, with colleagues, parents/carers and other agencies.
- Good interpersonal skills to maintain productive working relationships with colleagues and other agencies.
- Have a flexible and creative approach to service delivery.
- Be emotionally resilient and be able to work in a challenging environment.
- Manage a significant caseload and deliver targets.
- Ability to organise and manage your own work routines/caseloads effectively with a minimum of supervision and support.
- Ability to perform all requested administration activities relating to data capture, evaluation and reporting.
- Advocacy and Counselling skills.
- Competency with certain IT applications, specifically Outlook, MS Word, Internet Explorer.
- Ability to assess risks in working with young people and their families.
- Experience of working with our cohort of young people including those with complex, high behaviour and additional learning needs.
- Extensive behaviour management experience with students who have complex needs and extreme behaviour.
- Experience of working with complex young people and families who have social, emotional and behavioural difficulties. Including those who are from a variety of ethnic groups and cultures or who may be vulnerable or disadvantaged in some way.
- Experience of working within a learning environment and being actively part of supporting the learning process.
- Building sustainable relationships with young people and their families, both formally and informally.
- Assessing family situations and needs to develop and implement effective strategies, risk assessments and individual educational/learning support plans.
- Working with a range of issues affecting young people and their families, such as substance misuse, domestic violence, multiple exclusions, offending behaviour.
- Using a holistic person-centred approach when working in or with multi professional teams/agencies.
- Managing complex cases ranging from level 2-4 on the continuum of need.
- Report writing.

**Knowledge**

**Essential**

- Significant knowledge of Teaching and Planning.
- An understanding of the political and educational context of social inclusion.
- A knowledge of behavioural management techniques and understanding of de-escalation techniques.
- An understanding of the social, emotional and intellectual needs of young people and families.
- An understanding of multi-agency work and the roles of these disciplines.
- An understanding of childcare, child development and supporting theories. Emotional literacy, attachment, brain development, etc.
- A knowledge and understanding of influences on parenting and parent-child relationships.
- A knowledge and understanding of influences on children and young people. E.g. peer pressure, gang culture, bullying, etc.
- Knowledge of Safeguarding & Equality acts.

**Skills and Abilites**

- A robust knowledge of behavioural techniques and theories and their application.
- A sound knowledge of planning and assessment techniques.
- A secure knowledge and understanding of subject(s)/curriculum area(s) and related pedagogy.
- An extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Ability to work effectively with students and complex needs.
- Ability to communicate effectively both in verbal and written form.
- Ability to effectively use a variety of teaching and organisational styles and resources, including ICT to deliver outstanding teaching and learning.
- Ability to work as part of a team to deliver a holistic educational package.
- Ability to cope with emotionally demanding situations.
- Ability to manage your time effectively.
- Flexible creative and adaptable approach.
- Abiliyt to build positive and professional relationships with students, colleagues, parents/carers and other stakeholders as appropriate.

Other

- Awareness of and commitment to Equality & Diversity
- Willing to travel and work flexibly.
- Desire to develop and undertake training as required.