



Kingsmead School and Sixth Form

Learning Director of Physical Education

Applicant Pack

September 2022

Salary: MPS/UPS + TLR 1b

(More for an exceptional candidate)

Start Date: January 2023

Closing date: Monday 10th October, 9am

September 2022

Dear Candidate,

Thank you for making the time to look into Kingsmead. If you are someone who prefers a short introduction then please indulge on how much it matters to me that this is a two-way process; so you know you are making a good decision to apply, I want to get across why the school is so special, my style of leadership, where I want the school to go and my ambitions for you.

Before that though, I would like you to know that our PE Department is special. It has been led by someone with exceptionally high standards for many years and the children of the school are used to a team that not only provide highly effective lessons, but are committed to a wide range of extra-curricular activities. The current lead is now retiring having worked in the school for over three decades and having made an exceptional impact over time. Not only is the current PE curriculum being used as an exemplar for other schools in the borough, but the children take PE exceptionally seriously, all the way up to Y11 and beyond. Core PE lessons are a joy to watch and the team needs someone with similarly high standards and drive, even if the level of experience is impossible to match!

What makes Kingsmead special?

To start with the school part of that, Kingsmead is special in that it defies the odds with a broad range of children in an area with high levels of deprivation and – sadly – currently some of the highest levels of youth violence in London. Despite the challenges that the context throws up, one would never believe it from moment to moment in the school.

I am about to give you a fact that may seem like I am being a bit specific, but it matters to me. I am proud that this is a school that is open to children without them having to be of a 'correct' sex, faith or test score. I am proud that we offer that to as many children as possible despite it being much simpler to have a smaller school. I am proud that we do that both with a high Ebacc entry and with a huge list of GCSE (and A Level) options.

So, here is my fact: Kingsmead was one of only four schools in England in 2019 that were large, mixed, comprehensive schools - in areas of above average deprivation - that had an above average P8 score **and** an Ebacc entry of 75%. At the risk of repeating for emphasis, it shows we challenge every student despite not being able to choose them, having 270 in a year group, them being incredibly diverse, having our own Sixth Form to run and facing considerable structural challenges around language, cultural capital and aspiration.

Kingsmead is forever a work in progress. We know nothing real is achieved by gaming the system or focusing on the short-term. Our motto is 'Practice to Perfect' for a reason. This school first opened in 1967 and for many years suffered from the perception that it was a school for children 'from the wrong side of the A10'. It is now one of the most oversubscribed in the borough and it belongs to the community. We have around 100 teachers, some of whom have been here for decades yet are still committed to improving.

What is the Head's style of Leadership?

There is plenty more to find out of course, but I want to turn from what is distinctive about Kingsmead and its next steps, to my style of leadership. To give you a flavour of where I am coming from, I was a free school meals child at secondary school who did really well while younger (cannot tell you why), remained ambitious, but did not have the graduate parents or the understanding of what was really needed to excel. I left school furious about that, and about being turned down for Oxbridge. I am no longer furious, but I am driven by a refusal to accept that schools cannot find the right ways to be incredibly ambitious for their children. We have to control the controllable rather than despair at what is out of our control.

I have worked in schools in Hertfordshire, Hackney, Brent and Enfield. More importantly though, I have been involved in doing different things in those circumstances, from setting up a Sixth Form, to getting top results at KS4 in Hackney to turning around a thoroughly broken school in Brent. In 2013 I was accepted on the 'Future Leaders' program - which was run by the predecessor to Ambition Institute - and it helped me to view school leadership not as something one earns by dint of long service, but by one's expertise, impact and ambition.

We are aiming for a school that is genuinely transformative. It would be simplest to do that by buying into the hero model of leadership and a high-stakes, anxiety fuelled culture that steamrollers people. That is not desirable or sustainable. We also have too much faith in others (and too much of a desire to enjoy our work) to be able to carry it off. We believe that if you find the right people their own internal standards and ambition make all of that redundant. It is possible to work hard, care deeply about success and be a pretty great human being. What one can then focus on is developing the substance of what we all are doing through our school values of courage, nurture, collaboration and rigour.

Where is the school going?

That is both the school and my style, now to turn to my ambitions for the future version of the school. Kingsmead is already a very successful school by the standards on paper and in lots and lots of other ways, and what we are already doing is remarkable to most people. Nonetheless, we have a version of what we are determined it will be in the future that goes far beyond where we are now. To do that will of course require urgency and very high standards, but it will also require good judgement, time and commitment to developing ourselves and one another.

We want three things. We want children to leave a school with the academic learning to empower them and results to match. We also want them to leave valuing behaviours that will both impress people and help them to build meaningful relationships. Lastly, we want them to leave with a clear map of the way the world works and the place they want to take in it. Unless equipped with all three, they will always be at a disadvantage.

It should not come as a surprise to any applicant that the path to that will involve deep curriculum thinking, rooted in an intellectual approach to the subject and pedagogy. Nor should it be a surprise that we want to focus on research-informed practice and the best possible application of the science of learning. We could write out a list of education books we love here, but we are far more interested in those that have informed your practice.

How will you be developed?

Thinking of which, the final part after the school, my leadership and the plan, was my ambition for you. The recruitment process for this role will be designed to make everyone

prove their abilities, but the person who gets the role will probably not manage to tick off everything on the job description and person specification. That is absolutely expected, because we are looking for the right person, not an archetype. We all need development and I am fully committed to developing you.

Everyone we recruit has a strong sense of moral purpose and is highly reflective. It makes for an exciting community of professionals. Over the last 18 months we have moved to a model that is heavily coaching based at all levels. We are setting aside even more time in the coming year for teachers to collaborate and work closely together to develop their curricula and their understanding of consistent, evidence-based approaches to ensuring children truly learn.

I am actively interested in your weaknesses as much as your strengths because we all have both. A big reason for taking the sting out of appraisal at Kingsmead was so that it could actually be about someone's development rather than be viewed as a stick to beat people with. That way we can have open conversations about where we are as professionals. We have connections with a wide range of schools and internal training programs. I am happy to bring use support and challenge from both inside and outside the school and I will want to tailor any development to your needs. Again, the motto 'Practise to Perfect' is there for a reason.

Lastly, to go back to where I started, this is a two-way process. There are further details of the school on our website and I actively encourage you to contact the school to arrange a conversation with me before applying. I will be absolutely open everyone and answer any questions you may have.

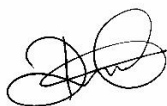
Leading schools is incredibly hard work at the simplest of times, but if you want to achieve anything of worth, doubly so. When one works intelligently on the right things, with the right people and with a shared sense of purpose, it never feels that way. If you are excited by the idea of being involved in moving a school from excellence to leading the sector over the next few years, I am excited to meet you.

If you want to ask questions, or just get a sense of me and the school in person, then please do just ask.

Please bear in mind that while the person specification and job description are extensive, we do not expect applicants to tick everything off the list!

You can arrange to speak with me via HR@Kingsmead.org

Best wishes,



David Medway

Headteacher

For all our staff at Kingsmead we offer:

- A professional and friendly working environment
- An ambitious school which also cares about staff wellbeing and a work life balance, with
 - Clear and effective behaviour policies,
 - Cohesive middle and senior leadership teams.
 - Ongoing coaching,
 - A proportionate marking policy
 - Systems designed to allow curriculum teams time to work together and support one another.
- Benefits include
 - Employee Assistance Programme
 - Cycle2work Scheme
 - Tech Scheme
- Opportunities for career development, with a dedication to provide CPD
- Well-behaved children who love their learning and make us proud to be at Kingsmead
- Dedicated Trustees, staff, children and parents who work hard to continue to develop our school

Application packs can found on our school staff vacancies page on our website
(<https://www.kingsmeadschool.org/vacancies/>)

Please do not send CVs, as they will not be considered.

Closing date: Monday 10th October 2022, 9am. Interviews w/c 10th October 2022.
We reserve the right to interview early and appoint, if the right candidate comes along.

Person Specification

Applicants should have:

- Experience of teaching PE at secondary level.
- Relevant degree
- Qualified Teacher Status
- Ability to demonstrated impact over time.

Behaviours Desired of All Colleagues

Behaviours	Questions to Consider
Modelling, promoting and guarding school culture and policies.	<ul style="list-style-type: none"> • How consistently do you follow school policies? Are there some you find harder than others? • How clearly do you communicate the purpose and value of school policies to children, colleagues and parents? • To what extent do you hold children and colleagues to account when they do not follow school policy and expectation?
Having high expectations for all, personal drive and urgency.	<ul style="list-style-type: none"> • How informed, organised and prepared are you for what is happening day to day, week to week, month to month? Are you on top of things and well planned? • To what extent do you demonstrate commitment to ensuring every child/colleague is successful despite their circumstances? • How high are your ambitions for yourself and your work? How much do you drive yourself and others rather than having to be driven? • How quickly do you spot problems and act? With how much initiative? How much faith do you have that impact can be made quickly by adapting and finding the right solutions? • To what extent do you deliver on time, to the highest possible standard?
Humility and focus on the children	<ul style="list-style-type: none"> • How much are you driven by a desire for the quality of the work as opposed to getting the credit? • How much do you model putting the needs of the children as the first priority?
Working collaboratively and positively and flexibly.	<ul style="list-style-type: none"> • How much do you put being a member of the team first? What do you do to support others? • Are you someone who makes working together easier and with faith in others? Do you help to build a positive team dynamic?
Seeking a deep knowledge and understanding of best practice in the sector	<ul style="list-style-type: none"> • How confident are you that the way you do your job is informed by research and an understanding of the highest impact methods for doing so? How do you know? What steps do you take to make sure?

Behaviours and Skills Desired for Leadership

Behaviour/Skill	Descriptor
An ability to inspire and create a collaborative, positive and trusting team culture that puts impact first.	<ul style="list-style-type: none"> • To what extent do you communicate faith in the future and in your team by giving a clear idea of the destination and the journey that needs to be taken? • To what extent are you always the person with the highest standards in the room? • How much do you manage to ensure that people feel respected, heard and involved? • How much do you focus on narrating the positive and emphasising strengths and ongoing successes? • How much do you go out of your way to build strong one to one (professional) relationships with and between your team members?
Prioritising and managing change in a manageable and lasting fashion.	<ul style="list-style-type: none"> • How thoughtful and accurate are you in identifying the highest impact, lowest demand levers for change? • How well do you prioritise and order the steps taken in order to ensure success? • How well do you judge what can be achieved given the skills and resources at hand? • How creative and assertive are you in finding support and extra resource or ways of getting things done? • How good are you at setting clear targets and milestones for success and coming back to them?

<p>Designing systems and approaches that are clear on what is 'tight' and what is 'loose' with thoughtful justification.</p>	<ul style="list-style-type: none"> • <i>To what extent do you consider the need to identify the key elements of a system that give it purpose and achieve the intended outcome?</i> • <i>How well do you communicate what those key elements are, why they work and what might happen if they 'mutate'?</i> • <i>How clearly do you identify the things that can be discretionary?</i> • <i>How much do you celebrate successful adaptations that retain the key ingredients for success?</i>
<p>Focus on providing extreme clarity of expectations and high quality training for your team/area.</p>	<ul style="list-style-type: none"> • <i>How much do you take the time to be as explicit as possible on what the team are expected to do and how they should do it before they are asked to do it?</i> • <i>How often do you repeat those messages?</i> • <i>How effectively do you use time to train your team in preparation for a task, taking into account their different starting points?</i> • <i>How well do you manage to align that training with the ongoing development journey and immediate priorities?</i>
<p>Creating and ensuring little and often – consistent and rigorous - use of systems for praise, support and sharing best practice.</p>	<ul style="list-style-type: none"> • <i>Ensuring that there is a consistent, predictable and fair system for quality assuring key practice, including the 'small' things.</i> • <i>Ensuring that space is made to deliberately and consistently praise one another for excellent practice or improvement.</i> • <i>Ensuring that when practice or impact is below expectation it is always followed up and the colleague supported to improve in a timely fashion.</i> • <i>Ensuring that the team constantly shares best practice aligned with ongoing improvement.</i>

Job Description: Learning Director of Physical Education

The Role

Work as the LDD to

- To take a lead role in school community by working as the LDD in continuing to develop and implement a rigorous and ambitious curriculum which enables the highest level of pupil progress and attainment across all key stages.
- To help develop the subject knowledge and professional practice of your team to ensure consistently high standards of teaching.
- To model what it takes to be an outstanding teacher and subject leader and thereby act as an example to all colleagues.

Key Responsibilities

Work as the LDD to:

- lead and manage a professional community of subject teachers to ensure the highest possible standards of student attainment and progress.
- Maintain the systems and structures at a department level that lead to excellent teaching across the whole team.
- Monitoring and accountability for the progress, attainment and love of subject for students in Physical Education.
- Deliver high quality training on teaching and learning to other staff, focusing on your areas of particular expertise.
- To uphold procedures for inducting and mentoring NQTs, Teach Firsts, School Directs etc. into the department.
- To act as a coach or mentor for other teachers as required.
- Modelling for all staff exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations within your department.
- To ensure all learners develop literacy, numeracy and communication skills

Leadership of Physical Education

Work as the LDD to:

- Maintain an engaging and challenging curriculum that enables all students to enjoy and achieve at the highest level, supported by detailed schemes of work.
- Establish a clear departmental improvement plan and monitor and evaluate its delivery and effectiveness.
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Ensure a culture of high quality collaborative planning and reflection.
- Monitor the effectiveness of teaching and learning and planning processes within your department. Support the professional development of teachers and their training where appropriate.
- Manage the development of Physical Education department resources effectively and efficiently.
- To be fully competent and excel at the full range the professional teaching standards. Curriculum and assessment

- Ensure extension activities and creative ways of supporting most able students are available as part of enrichment e.g. debating, creative writing.
- Support the detailed learning needs of pupils not reaching national standards.
- Promote students' confidence and independence so that they can tackle challenging activities and can display high levels of resilience

Curriculum and Assessment

Work as the LDD to:

- Review and develop the curriculum on an ongoing basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short and medium term plans to deliver highly effective lessons.
- Set regular, measurable and significant assessments for students.
- Ensure internal and external moderation of assessment outcomes for reliability and consistency.
- Ensure all pupil data is understood and interpreted by staff and students and used to modify lesson planning.
- Monitor the progress of all students and sub-groups of students with staff and plan appropriate support / interventions to remedy slow progress.
- Produce, in line with the school self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your department engage with these.
- Be or be on the way to becoming an expert in the examination requirements of the GCSE and A-Level exams in your subject.
- Liaise with all appropriate SEN and Pastoral personnel regarding support for student progress.

Other

- Help create a strong school community, characterised by consistent, orderly behaviour and nurturing, respectful relationships
- Help develop a school culture and ethos that is utterly committed to achievement through high expectations for all and deliberate practice.
- Vision aligned with Kingsmead's high aspirations and high expectations of self and other.
- To undertake training and development relevant to the post and in line with the school's priorities.
- To maintain a presence around the school to ensure that the highest standards of culture are upheld.
- To undertake other related duties which may be required from time to time within a reasonable workload.
- To facilitate a broad range of extra-curricular activities for our students

Person Specification: Learning Director of Physical Education

Qualification Criteria

- Qualified to at least degree level
- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

Experience

- Having significantly contributed to the work of a Physical Education department which has resulted in demonstrable success.
- Having worked in a team that developed and implemented of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
- Delivering training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and curriculum creation and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Understanding of how to use QA systems to evaluate the standards within your department and to modify plans accordingly.
- Understanding of how to lead intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
- Understanding of tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.
- Teacher development (all teachers with leadership responsibility are expected to be able to model great teaching and to develop others) - experience of:
- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

Demonstrable Skills

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style.
- To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
 - the ability to delegate
 - the use of effective time management
 - the ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role.
- An educational vision aligned with the academy's high aspirations and high expectations of themselves and others.

- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex inner city school and commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community.
- Confident and effective presentational skills during public speaking.
- Skilful management and maintenance of working relationships with parents and other stakeholders.
- Understanding of how to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children. No job description can be fully comprehensive.