

The Charter School North Dulwich

TEACHER OF PHYSICAL EDUCATION JOB DESCRIPTION

Post title

Teacher of PE

Salary/Grade

Classroom Teachers Main Scale

Purpose of the job

To provide high quality teaching and enable effective use of resources and high standards of learning and achievement for pupils, within an atmosphere in which pupils feel challenged, valued, and secure.

Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Reporting to

Key Curriculum Leader (KCL) for

Responsible for

Teaching PE classes, and other subject classes as allocated by the Key Curriculum Leader and the Senior Leadership Team

The provision of a full learning experience and support for pupils

Liaising with

Headteacher, Senior Leadership Team, teachers and support staff, LEA representatives, MAT colleagues, external agencies, and parents/carers

Working time

Full time as specified within the STPCD.

Key functions

- To teach the subjects, classes and groups as allocated by the KCL for PE and the Senior Leadership Team (SLT)
- To ensure that high quality teaching and learning takes place in all allocated classes.

- ❑ To support and participate in the curriculum development work of the PE Curriculum Area, including the writing of schemes of work and programmes of study.
- ❑ To assist the KCL for PE in the maintenance of high standards of work and behaviour within PE
- ❑ To assist the KCL for PE in developing and implementing a full programme of PE out of curriculum hours
- ❑ To be a Form Tutor or Sixth Form Tutor and to carry out the specified duties in accordance with the job description of a Form or Sixth Form Tutor
- ❑ To support the Leadership Team in the effective operation of the school

Specific responsibilities

The main responsibilities of the post are to:

- teach the classes allocated, and provide a well-planned, challenging, and purposeful learning environment for pupils.
- support and carry out policies and practices to promote positive student behaviour and achievement in PE within the framework of the Positive Discipline policy.
- set homework on a regular basis and mark pupil work promptly.
- assess, monitor, record, and report on pupil achievement in line with School and Curriculum Area policy, including writing pupil reports and attending parent's meetings.
- assist in the identification of pupil special educational needs, and support the work of the Learning Support Team, including participation in the writing and review of individual education plans.
- share in the development of course outlines, syllabuses, and schemes of work in PE.
- follow the course outlines, syllabuses and schemes of work agreed by the PE Key Curriculum Area
- make effective use of pupil performance data, and pupil and staff target-setting; and provide relevant information to the Key Curriculum Leader, Subject Leader of PE, and Directors of Learning
- monitor and record pupil attendance in line with School and Key Curriculum Area policy, and support the Key Curriculum Leader, Subject Leader of PE, and Directors of Learning in the maintenance of high levels of pupil attendance.
- prepare for and attend PE Team and Year Team or Sixth Form Team meetings and support the work of the PE Team and the Year Team or Sixth Form Team
- participate in and support the Performance Management Policy
- assist in the development of the School Improvement Plan and its review mechanism.

- organise and run teams and activities outside school hours.
- undertake specific duties within the PE Team as agreed with the Key Curriculum Leader
- undertake such other duties as reasonably required by the Headteacher.

Additional responsibilities of the post threshold teacher:

- contribute regularly to the professional development of colleagues through coaching and mentoring, demonstrating effective practice in planning and exemplar lessons, and providing advice and feedback.
- promote collaboration and teamwork in KCA, Year and cross-curricular groups.
- contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation

Person Specification- PE Teacher

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (secondary age range) • Degree in PE or relevant subject 	<ul style="list-style-type: none"> • Evidence of further study beyond degree
Experience	<ul style="list-style-type: none"> • Teaching PE at KS3 and KS4 • Experience of KS4 GCSE course design delivery and assessment • PE assessment at KS3 • Experience of raising attainment in a classroom environment • Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour. 	<ul style="list-style-type: none"> • Evidence of improving the teaching and learning of PE through schemes of work and extra-curricular activities • Experience of teaching KS5
Skills & Abilities	<ul style="list-style-type: none"> • Demonstrate high expectations which inspire, enthuse, motivate, and challenge students to achieve their best: • Excellent classroom teacher • Excellent behaviour management skills • Ability to tailor lessons to student needs • Ability to use assessment data to generate appropriate and effective intervention work. • Demonstrate a strategic and creative approach to problem solving. • Ability to build and maintain effective relationships through excellent interpersonal skills. • Demonstrate excellent communication skills (verbally and written) • Ability to develop effective teamwork. • Demonstrate inclusive approach to education. • Ability to work under pressure, maintaining a high sense of perspective. • Ability to manage own time effectively. • Commitment to regular on-going professional development • Commitment to collaborative working practices 	
Personal Qualities	<ul style="list-style-type: none"> • Professional, enterprising • Outgoing, approachable, inclusive • Positive, adaptable • Energetic and enthusiastic • Self-motivated, self- confident, reliable • Generosity of spirit, sense of humour • Committed to improving outcomes for all students. • Team Player 	<ul style="list-style-type: none"> • Experience of pastoral responsibility in a secondary school

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