



Job Description: Teacher of PE + a second subject (EBACC subject preferred)

Responsible to: Vice Principal

Specific Duties

Safeguarding:

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Planning:

- To assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Development:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's strategic ends.

Personal Development:

- To take part in the school's professional development programme.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the appraisal process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality assurance:

- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for our MIS registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To ensure that the use of information is fully compliant with GDPR.

Communication:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications.
- To contribute to the development of effective links with external agencies.
- To contribute to the development of links with other schools and other agencies.

Management of resources:

- To contribute to the process of ordering and allocating of equipment and materials.
- To assist the Lead Teacher to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of all in the school.

Pastoral system:

- To be a Form Tutor to an assigned group of students as required.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with leaders to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as required.
- To contribute to the preparation of reports, action plans and other documents as required.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate leaders.
- To contribute to the teaching of: PSHE, Citizenship, British values and Careers information advice and guidance according to school policy.

Teaching:

- Setting high expectations which inspire, motivate and challenge pupils.
- Managing behaviour effectively to ensure a positive and safe learning environment.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To deliver the agreed programme of teaching for the curriculum area.

- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials as required.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the scheme of work/specifications.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the department and whole school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other duties:

- To play a full part in the life of the school community.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's policies.
- To continue personal development as agreed.
- To undertake any other duty as specified the Principal not mentioned in the above.
- To comply with personal safeguarding responsibilities including prevent.
- To positively contribute to Team Parkfield ethos

To promote and adhere to the Reach South Core Values:

Inclusivity. Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.

Promoting social mobility. This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:

- high standards of educational achievement;
- high standards of social skills and interpersonal skills;
- high standards of communication skills;
- high standards of critical thinking, problem solving and creativity; and
- understanding of society, economy, environment and an appreciation of contribution and participation.

Serving our local communities. Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

Believing in the potential of our young people. Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious.

We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.

Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development. We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to make a contribution to securing a society capable of developing, evolving, improving and being sustainable.

Person Specification

Qualifications

Essential requirements:	Desirable requirements:
<ul style="list-style-type: none">• Qualified to degree level with QTS• Evidence of relevant further professional development.	<ul style="list-style-type: none">• Evidence of study at Masters level

Specific knowledge/experience needed for the role

Essential requirements:	Desirable requirements:
<ul style="list-style-type: none">• Accurate and up to date knowledge of issues in teaching and learning including learning styles, assessment for learning and examination specifications• An excellent classroom practitioner• Successful experience of working with Students with social, emotional and behavioural challenges• ICT literate• An ability to use data to understand target setting and track student progress/apply appropriate intervention• Excellent communication skills• Ability to plan, prioritise, delegate, organise self and others; manage, monitor, evaluate and review one's own work and that of others• Ability to work on own initiative and in teams	<ul style="list-style-type: none">• Experience of teaching in KS1 or KS2.

Skills and Abilities

Essential requirements:	Desirable requirements:
<ul style="list-style-type: none">• Knowledge and experience of strategies to support students with social, emotional and behavioural challenges• Knowledge of management information systems as used in schools• Understanding of and achievement in application and dissemination of good practice in curriculum provision	

Personal Characteristics

Essential requirements:	Desirable requirements:
<ul style="list-style-type: none">• Excellent attendance and punctuality• Enthusiasm, personal dynamism, determination and stamina	

<ul style="list-style-type: none"> ● Integrity, tact, reliability, emotional resilience, self-confidence and personal presence ● A commitment to professional standards, quality and continuous improvement ● Ability to manage the often conflicting demands of the post ● Ability to demonstrate, understand and apply our values 	
---	--

Other requirements

Essential requirements:	Desirable requirements:
<ul style="list-style-type: none"> ● Successful candidate will be subject to an enhanced Disclosure and Barring Service Check ● Right to work in the UK ● Evidence of a commitment to promoting the welfare and safeguarding of children and young people 	