**WANDSWORTH BOROUGH COUNCIL**

**FRANCIS BARBER PUPIL REFERRAL UNIT**

**Physical Education & Vocational Education Co-ordinator**

Salary Scale: Inner London Qualified Teacher

+ T.L.R. 2(2) £4,779

 Full-time, permanent post

**JOB DESCRIPTION**

The following responsibilities of the post are in addition to the duties of a teacher as set out in the Teacher’s Pay and Conditions Document (DfES):-

1. Maintain entitlement to the National Curriculum by teaching pupils to GCSE level in PE and other accreditations as appropriate.
2. Coordinate PE GCSE & Vocational course delivery (Prince’s Trust, Child Care) to ensure that the highest quality of learning and teaching is achieved and is focused upon the needs and aptitudes of each pupil, as targeted and monitored through their Individual Learning Plan.
3. Enable all pupils to understand the importance of real life learning and earn accreditation of work achieved.
4. Provide coherence and direction to the teaching of PE, Independent Living, Prince’s Trust, and other programmes as required, to other colleagues, through giving support and guidance when requested or necessary to ensure that coordinated team delivery occurs.
5. Monitor PE, Independent Living, Prince’s Trust, and other Vocational curriculum policies, ensuring that these are developed, adhered to and revised as necessary.
6. Enable cross-curricula development by planning approaches and providing activities that call upon, and contribute to, a knowledge and understanding of other subjects.
7. Develop and maintain clear record keeping systems so that pupil progress and achievement are monitored and regularly reviewed.
8. Contribute subject specialised knowledge and practice to inform assessment and identification of pupils’ needs.
9. Advise upon and keep under review the full range of syllabuses offered in PE & Vocational learning, particularly those leading to external accreditation.
10. Steer the school in its Careers curriculum including achieving the Gatsby benchmarks
11. Take on the role of Keyworker (form tutor) to promote educational achievement and wellbeing of a Keyworking group, liaising with, PRU colleagues, parents/carers, schools and all support agencies as necessary.
12. Ensure that PE & Vocational programme resources are well organised and maintained, and inventories are kept up to date.
13. Hold the responsibility for Educational Visits co-ordinator for the school, co-ordinate the Jack Petchey programme and liaise with staff to ensure programmes offered via the Prince’s Trust are implemented effectively.
14. Ensure that risk assessments pertaining to off-site activities are undertaken with due observance to relevant Health and Safety Guidance.
15. Participate in INSET to enable personal professional development and the development of the PRU.
16. Deliver sessions both on and offsite as appropriate

**Generic Duties and Responsibilities**

1. Monitor the organisation of displays of pupils’ work to ensure they are designed to promote learning and reflect the achievements of all pupils.
2. Ensure that the Health & Safety Policy is implemented and kept under review.
3. Participate in INSET to enable personal professional development and the development of the PRU.
4. Participate in the LEA framework for the Performance Management of Teachers.
5. To work within and promote the school’s equalities policy and contribute and adhere to policies relevant to the post.
6. To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 and Keeping Children Safe in Education 2018 in relation to child protection and safeguarding children and young people as this applies to your role within the school.
7. To ensure that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and / or child protection.
8. Undertake other such duties as may be required by the LEA in pursuit of its statutory obligations and other reasonable duties as may be delegated by the Heads’ team.

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

**PERSON SPECIFICATION**

**Essential:**

1. Possession of a DfES recognised teaching qualification.
2. Evidence of the ability to work successfully with colleagues in other schools and other agencies.
3. Evidence of the ability to lead teams.
4. An understanding of the issues surrounding improving behaviour, learning and teaching.
5. Evidence of teaching and Keyworking pupils who may demonstrate emotional, behavioural and/or social difficulties.
6. Evidence of the ability to teach National Curriculum Subjects and to support other Subject teachers through planning in partnership and by modeling good practice.
7. Evidence of effective secondary teaching in urban multicultural environments.
8. Evidence of a clear understanding of the factors at classroom level which promote pupil progress and achievement.
9. Evidence of the knowledge and experience necessary to develop and write policies and to implement record keeping systems.
10. Evidence of the ability to establish positive relationships with parents/carers, teachers and colleagues in voluntary and professional agencies concerned with referred children.
11. To attend training and be responsible for your own continued professional development and keeping up to date with educational changes.
12. Evidence of attending recent and relevant INSET.
13. Evidence of ICT competence.
14. Experience of organising offsite education visits or events
15. An understanding of the school’s equal opportunities policy in respect of service delivery and an awareness of the needs of differing cultural groups and other minority groups.
16. Awareness and understanding of the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults.

**Desirable:**

1. Evidence of teaching pupils with special educational needs.
2. Evidence of an ability to respond positively to the demands of a developing service.
3. To hold or willing to complete a leadership qualification
4. Experience of delivering a Vocational subject

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