



HATCH END HIGH SCHOOL

Physical Education Faculty – Girls PE Lead MPS / UPS Outer London plus TLR2A (£2,873)

At the heart of subject leadership is the provision of professional leadership to secure high-quality teaching and learning, effective use of resources, improving standards of achievement for all students, and the promotion of students' personal development and well-being. A Head of Subject/ Key Stage Co-ordinator must provide leadership and direction for the subject and ensure that it is managed and organised to meet school and subject aims and objectives. A Head of Subject/Key Stage Co-ordinator plays a key role in supporting, guiding and motivating teachers of the subject. **Heads of subject evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff in order to inform future priorities for the subject. The policy and practice of monitoring within a department provides the information for evaluation and action.** A Head of Subject/Key Stage Co-ordinator identifies needs in their own subject and recognises that these needs must be considered in relation to the overall needs of the school. It is also important that a Head of Subject/Key Stage Co-ordinator has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all students.

Throughout their work, a Key Stage Co-ordinator ensures that practices improve the quality of education provided, meet the needs and aspirations of all students and help to continue to raise standards of achievement in the school.

JOB PURPOSE

To lead the delivery of Girls PE and other areas of the PE Faculty.

REPORTING

The post holder will report to the Head of Faculty.

RESPONSIBLE FOR

The post holder will be responsible for the teaching and support staff allocated to the Girls PE area.

WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document. Attendance at school functions beyond the working day will be required.

DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of the subject/key stage area
- Teaching and learning
- Support the Head of Faculty in Leading and managing staff
- Pupil progress and standards of achievement
- The efficient and effective deployment of staff and resources

Specific responsibilities will include:

- To lead, manage, develop, and be accountable for the subject team and curriculum in order to ensure the highest possible standards of pupil achievement, personal development and well-being
- To be responsible for providing a cohort scheme of learning for Girls PE which engages, inspires and challenges all students
- To lead on interventions, targeting relevant pupils in line with Department DIP and in response to Data Captures
- To support other literacy and numeracy strategies across Girls PE
- To be accountable for the strategic development of strategies for higher attaining pupils on entry, via a range of teaching and learning strategies and resources

- To liaise with the EAL and DSEN staff to monitor support and interventions linked to PE
- To share good and outstanding practice by running staff training sessions as appropriate
- Support the Head of Faculty in the efficient and effective deployment of staff and resources
- To set up and monitor departmental tracking sheets and use them to inform interventions and identifying key groups such as Disadvantaged and SEND pupils
- Research into new developments within subject specific T&L: investigating and piloting new initiatives in resources, class texts and teaching strategies
- Liaison with Learning Resource Centre Manager
- Working with individual teachers on the monitoring of progress in their classes and the co-ordination of targeted intervention for underachieving students, including strategies to identify and monitor these students
- Liaison with the SENCO and classroom assistants in order to develop strategies for differentiation and the general enhancement of literacy
- Working with the Head of Faculty to ensure a fluid transition from KS2 and into KS4.

ACCOUNTABILITIES

The strategic direction and development of the subject

- To contribute significantly to an annual subject development plan, which contributes to the achievement of the School Improvement Plan, and which involves all the subject staff in its design and evaluation.
- To set expectations and goals for colleagues and pupils in relation to standards of achievement and behaviour.
- To represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- Work alongside the other Key Stage Co-ordinators to ensure a holistic approach to developing the curriculum from Year 7 to year 13

Teaching and learning

- To contribute significantly to leading the continued development to implement a successful knowledge rich curriculum.
- To contribute significantly to leading the development and implementation of effective faculty assessment policies, within the framework of those for the whole school.
- To promote and support extra-curricular activities, which enrich and support the learning and experience of all pupils and increases their participation in school life.
- To ensure homework is set in line with school policy, recorded on Show My Homework.

Leading and managing staff

- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning; the above to include participating in the school's programmes of staff training and development.
- To ensure that Performance Appraisal is carried out according to school and national regulations and that staff receive regular feedback, which supports progress against their PM objectives.

Pupil progress and standards of achievement

- Within the framework of whole-school policies, to set and monitor appropriately challenging subject targets for pupils, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise pupil progress.
- To maximise achievement by ensuring that examination entries are at an appropriate tier and non-entries are minimised; to assist with the management and conduct of examinations.

- To ensure effective communication with parents/carers, so they are kept up-to-date with curriculum developments and their children's progress.
- Writing reports on pupils and attending meetings with parents.

The efficient and effective deployment of staff and resources

- To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down.
- To provide a stimulating environment, including maintaining the content of displays that promote interest and learning.

Other Specific Duties

- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school.
- To undertake any other duty as specified by the STPCD not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore, employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

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PERSON SPECIFICATION

Post: Key Stage Co-ordinator

Pay Spine: Main Scale / UPS plus relevant TLR

Date: February 2021

Responsible to: Head of Faculty

1. QUALIFICATIONS AND TRAINING

- University graduate
- Postgraduate teaching qualification/QTS
- Evidence of continuing professional development

2. TEACHING and PASTORAL EXPERIENCE

- At least one year's successful teaching experience, in an urban or challenging comprehensive environment
- Teaching experience in at least KS3 and KS4
- Evidence of consistently good and outstanding teaching and learning
- Excellent subject knowledge
- Good knowledge of current curriculum development in your subject area
- The ability to use ICT effectively to engage students
- An understanding of how to use assessment to inform planning for good teaching and learning
- A good understanding of the principles of Assessment for Learning
- The ability to differentiate to provide appropriate challenges for all learners
- Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement
- Evidence of pastoral experience, possibly including taking responsibility for a form group
- Evidence of good classroom management skills
- An interest in the wider curriculum

3. LEADERSHIP AND MANAGEMENT

- Evidence of potential to lead an area of the curriculum or key stage
- The ability to inspire, enthuse, develop and support colleagues
- The ability to evaluate and improve standards of teaching and learning within a department
- Experience of conducting Performance Management and desire to develop other colleagues

4. PERSONAL QUALITIES

- A willingness to learn and develop new skills
- The ambition to continue to progress in your career
- A desire to make difference to the lives of young people
- An excellent attendance record
- Resilience and a sense of humour.

5. EQUAL OPPORTUNITIES AND EDUCATIONAL COMMITMENT

- A proven commitment to inclusion
- A proven commitment to curriculum access and opportunity
- A proven commitment to comprehensive education
- A proven commitment to professional development
- Support for the school's specialist status
- Support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.

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