



## **Thank you for considering Ferndown Middle School for your next appointment.**

Ferndown Middle School is situated in Ferndown adjacent to Ferndown First and Ferndown Upper Schools. The school has up to 600 pupils, covering the age range 9 to 13 years old (year groups 5 to 8). The school is part of the Castleman Academy Trust.

### **The Application Process**

Applications must be made on the schools application form and should include details of curriculum and leadership expertise. Please ensure a full work history is completed including any gaps of employment and two referees are given. Please note Ferndown Middle School does not accept CVs in place of an application form. Incomplete applications forms will not be shortlisted. An application form can be found on the school website vacancy page.

**Closing date for applications is 9.00am Monday 22 March 2021.**

Please return your completed application form by the closing date to Mrs Shield, Heads PA,  
[mshield@fernmid.dorset.sch.uk](mailto:mshield@fernmid.dorset.sch.uk)

An email will be sent to all candidates with the outcome of their application. Only applicants meeting the relevant criteria will be taken forward from application.

### **Interview**

Shortlisted candidates will take part in an interview with the Headteacher, a member of staff and a governor.

At least two references will be requested, normally from previous and current employers. These may be contacted before interview and in all cases, before an offer of employment is made.

The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people in our care and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will have to meet the requirements of the Person Specification and will be subject to pre-employment checks including an Enhanced DBS check, satisfactory references and a health check.

### **Queries**

If you have any queries on any aspect of the application process or need additional information please contact Michele Shield on 01202 876556 or email [mshield@fernmid.dorset.sch.uk](mailto:mshield@fernmid.dorset.sch.uk)

### **Visits to the School**

Due to ongoing COVID-19 restrictions, socially distant visits will be offered after school. Tours of the school can be booked for either 5 or 12 March between 15.30 and 16.30. Please telephone the office to make an appointment on one of these two days. To gain a greater understanding of our school values, curriculum offer and premises, please visit our school website and refer to the application pack.



## Contact Details

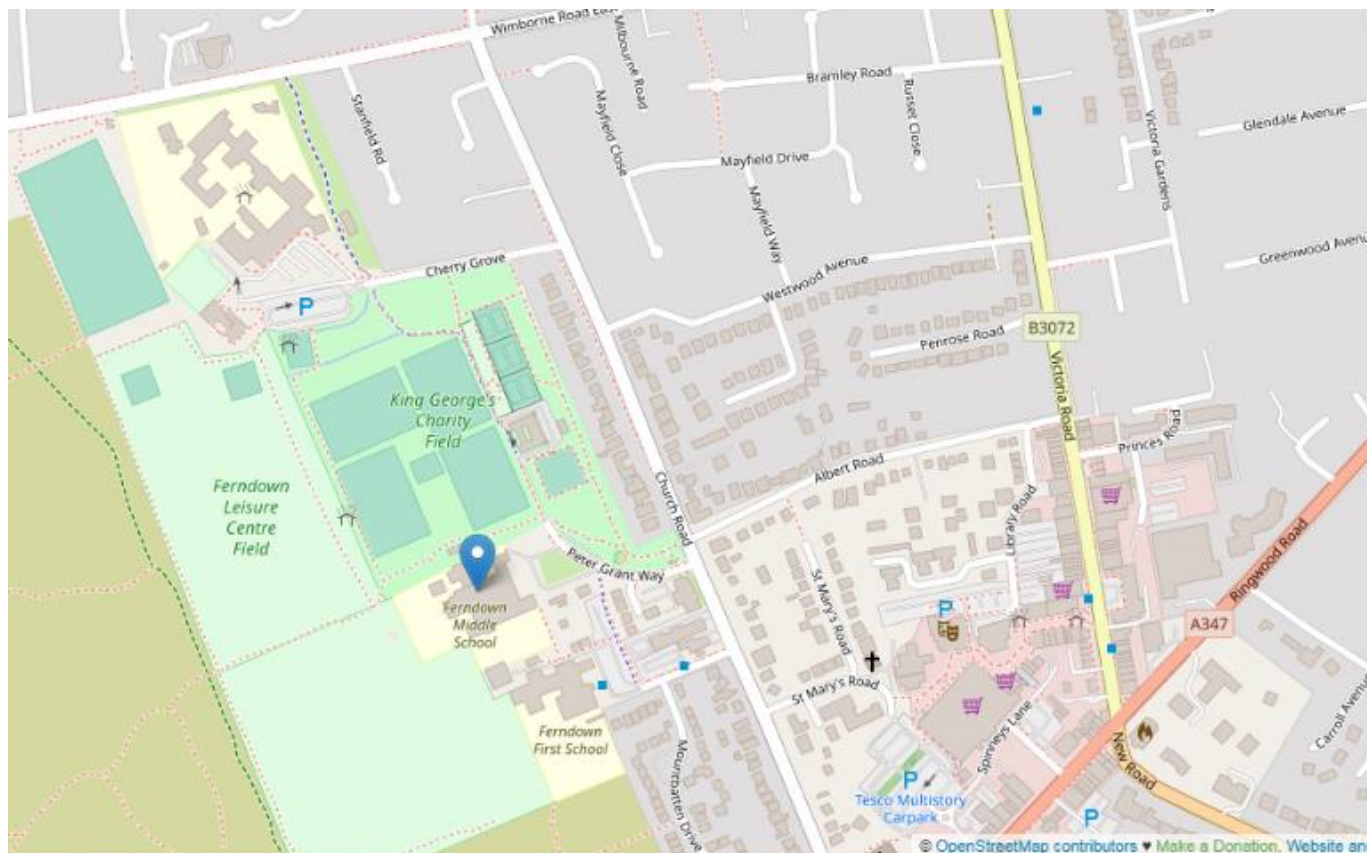
### Ferndown Middle School

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Job Title	PE Subject Leader (Male)
Responsible to	Headteacher
Salary	Main to Upper Scale plus Teaching and Learning Responsibility
Working time	Full-time
Appointment type	Permanent
Interview date	Friday 16 April 2021
Start date	01 September 2021

We are seeking to appoint an enthusiastic, energetic and resilient PE Subject Leader who will contribute fully to life in our Middle School. Physical Education is an exciting and important aspect of the school's curriculum. A willingness to offer a full range of extra-curricular activities and teams is essential for this post.

The post will involve teaching PE and PSCH; and includes a tutor group responsibility.

Male candidates only need apply. It is an occupational requirement that the post holder is male and permitted under Schedule 9, part 1 of the Equality Act 2010.

#### **The successful candidate will be**

- An excellent practitioner who is able to deliver a high standard of education
- Someone who can work alongside our enthusiastic and innovative team
- Willing to contribute to the whole school community
- A caring person, to ensure that the emotional well-being of our pupils is at the heart of what we do
- Adaptable, innovative and able to utilise a range of teaching styles
- Able to plan and deliver engaging lessons
- A leader who is dedicated to supporting the enhancement of a positive learning environment
- A practitioner to take a lead in the monitoring of pupil progress and attainment for pupils within their subject

#### **We can offer**

- A thriving, successful school
- Encouragement and support to develop your skills and expertise
- Motivated and well behaved pupils
- A committed team of staff and Governors
- Excellent resources
- Opportunities for professional development



## JOB DESCRIPTION – PE SUBJECT LEADER

### Key Purpose

- To work with the Headteacher in providing leadership in the organisation and management of a Subject, including pupils, staff, premises and environment.
- The Curriculum Leader is required to carry out the Conditions of Employment as set out in the current Teachers' Pay and Conditions Document.

### Main Duties and Responsibilities

#### Strategy

- To assist the SLT in formulating and reviewing the aims, objectives, policies and procedures in the context of the specific needs of their Department, including any relevant statutory obligations.
- To support the Headteacher in providing a clear educational vision, ethos and direction for the Department, which promotes excellent teaching and learning, including the spiritual, moral, social and cultural development of pupils.
- To assist the Headteacher with the internal organisation and management of the Department, subject to appropriate legislation, orders and regulations, the articles of government and rules, as laid down by the Castleman Academy Trust.
- In consultation with the SLT, to ensure that the issues raised in their Departmental Action Plan are fully supportive of the School's Development Plan.
- To support the Headteacher in the pursuit of excellence across the whole life of the school.

#### Learning

- To assist, where appropriate, the Headteacher with the monitoring and evaluating of the standards of teaching and learning within their Department.
- To participate in the teaching of pupils and to be a model/exemplary teacher.
- To assist the Headteacher in the development and implementation of policies to secure improvements in pupil achievement.
- To report to the Governing Body as required by the Headteacher regarding their Department's development.
- To examine the purposes of teaching the subject to various ages, ability levels and pupils with diverse cultures, and the methods to achieve, i.e. to both monitor delivery of the learning programmes and to evaluate their effectiveness.
- To advise colleagues and work with them to develop differentiated teaching programmes, methods and materials, i.e. schemes of work which meet the requirement of their subject as outlined in National Curriculum Orders.
- To develop and implement a departmental scheme of assessment and reporting in line with overall school policy and the requirements of the National Curriculum.
- To provide statistical information about pupils' progress in their subjects.
- To help set targets for individual teachers and the whole department.
- To develop, with colleagues, the range of techniques needed for effective teaching: explaining, instructing, questioning, observing, assessing, diagnosing and providing feedback.
- To monitor the setting of homework, according to the whole school policy.
- To check samples of exercise books/folders at a set time in the academic year and at other times where necessary, discuss any problems with the member of staff concerned and follow up any matters arising.
- To assist the SLMT in the monitoring and evaluation of teaching and learning in their Subject.



### Leadership of a Team

- To develop teams, individuals and self to enhance performance by:
  - improving planning and activities
  - identifying, reviewing and improving developmental activities for individuals
  - developing within the job role.
- To plan, allocate and evaluate work carried out by teams, individuals and self by:
  - setting and updating work objectives (target setting) for teams and individuals
  - planning activities and determining work methods to achieve objectives
  - negotiating work allocations and evaluating teams, individuals and self against objectives
  - evaluating self against objectives, i.e. to supervise and monitor the work of colleagues, ensuring that lesson content, teaching methods, monitoring and assessing procedures are within the Departmental, the school's and National Curriculum requirements.
- To create, maintain and enhance effective working relationships by:
  - establishing and maintaining the trust and support of staff
  - establishing and maintaining the trust and support of immediate manager
  - establishing and maintaining relationships with colleagues
  - identifying and minimising interpersonal conflicts.
- Other inter-linking tasks include:
  - to keep the Department abreast of developments within the subject
  - to organise opportunities, where possible, for members of the Department to see their colleagues teach (i.e. to share good practice)
  - to ensure that Departmental rooms, where applicable, and adjoining circulation areas are maintained in a clean, tidy and attractive condition
  - to ensure that work is displayed throughout the school to promote the subject
  - to support colleagues in developing the use of L.S.A.'s within the Department
  - to compile the Departmental action plans after consultation with staff involved together with additional administrative documentation as required.

### Staff Development

- To take part in the appointment, where appropriate, of staff to the department.
- To care for the personal and career development of all staff in the department particularly for new teachers and students.
- To encourage in-service training, both school-based and out of school courses.
- To give members of the department opportunities to develop their own skills and knowledge.
- To encourage and promote extra-curricular activities connected with their Department.
- To help the team prepare and plan for Performance Management.

### Resources

- To secure effective resource allocation by:
  - identifying resources necessary to support learning
  - developing and maintaining resources
  - justifying proposals for expenditure
  - negotiating an agreed budget
  - establishing and maintaining the supply of resources.





- To monitor and control the use of resources by:
  - controlling costs
  - monitoring and controlling activities within the budget
  - creating and maintaining the necessary environment for effective learning
  - allocating equipment, books and stationery
  - encouraging the use of ICT and other resources, including the library
  - using external resources to enhance the learning of the pupils, including the encouragement and organisation of visits
  - keeping an up-to-date stock check
  - liaising with the Finance Officer regarding the ordering and checking of requisitions pertaining to their departmental needs.

#### **Additional Responsibility**

- To keep the SLT informed about their Subject needs and development.
- To ensure continuity, progression and assessment in your subject.
- To initiate both in-phase and cross-phase liaison where appropriate.

#### **Accountability**

- The Postholder is lined managed by the Assistant Headteacher and is accountable to the Headteacher, the Governors of the school and ultimately the Electorate.
- The Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended and duties varied to meet the changing needs of the school at any time after consultation with you.

#### **Health and Safety**

- Ensure that Risk Assessments are carried out in line with the Trust's Health and Safety policy.
- Be aware of all health and safety issues and report to the Site Manager, all health and safety problems, accidents and "near misses".
- Undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

#### **Continuing Professional Development – Personal**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
- Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
- Up-date Child Protection training annually.
- Regularly reflect on and revise teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Head



Teacher.

- Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially NQTs and ITTs.

#### **Support, Guidance, Monitoring and Reporting**

- Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
- Monitor the social progress of pupils, including the progress in PSHE lessons.
- Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
- Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Any other duties commensurate with the role of Class Teacher that may be required from time to time.

Class Teachers are accountable to the Headteacher for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.



## PERSON SPECIFICATION – PE SUBJECT LEADER

Education/Qualifications	Desirable	Essential
Qualified teacher status		X
Relevant degree		X
Minimum of 3 years teaching experience		X
Further relevant professional studies	X	
Leadership	Desirable	Essential
Effective communication skills		X
Evidence of working as a team		X
Commitment and understanding of school improvement		X
Experience of a leadership role	X	
Curriculum and Teaching	Desirable	Essential
A good understanding of curriculum development in KS2 and KS3		X
Experience of monitoring and evaluation		X
A commitment to making provision to meet special educational needs, able and gifted pupils and Inclusion		X
Good understanding of current national initiatives		X
Ability to identify constituents of excellent teaching		X
To demonstrate a good understanding of how assessment contributes to target setting		X
Evidence of the ability to deliver consistently high quality learning		X
High expectation for pupils' attainment, personal development, care and well being		X
An understanding of how pupils learn across the age range of a middle school		X
Disposition	Desirable	Essential
To be committed to raising the levels of achievement of children of all abilities		X
Able to work as part of a team		X
Personal Qualities	Desirable	Essential
Passionate about Learning and Teaching		X
Displays warmth, care and sensitivity in dealing with children		X
Flexibility and willingness to adapt to the changing needs of the school		X
Ability to work under pressure		X
Enthusiasm and drive		X
Good interpersonal skills/ communication skills		X
Ability to prioritise		X
A commitment to Ferndown Middle School and extra-curricular activities		X
Ability to reflect and act on advice for improvement		X
Special Requirements	Desirable	Essential
The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks, including an Enhanced DBS Check, including Child Barring List, a medical questionnaire and satisfactory references		X





Willingness to continue and maintain professional development		X
It is a prerequisite that the successful applicant familiarises themselves with the safeguarding policy and safer working practices and procedures of the Trust and follows them		X
The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's policies and ethos		X



## The School Aims

The school aims are threefold:

- To work effectively with all partners to achieve a **community spirit** that is based on respect for each other.
- To provide an **exciting, challenging and motivating** learning environment for children and staff.
- To set high standards of attainment and **achievement for all children.**

By fostering the positive values of care and co-operation, we provide a secure base for children's education. Children of all abilities and background are encouraged to pursue excellence.

We help equip all children to be resilient and resourceful; supporting them to achieve high standards in all areas of the curriculum, their social relationships and their attitude towards the environment in which they learn.

Continuity in education is vitally important. We have close links with our feeder first schools (Ferndown, Parley and Hampreston) and the neighbouring Upper School. These ensure the curriculum is a planned progression of work throughout the three tiers of schooling and one, which will meet the needs of the National Curriculum.

## Curriculum Aims

At Ferndown Middle School, we are focussed on identifying the needs of each learner. We aim to provide a wide-ranging and supportive experience to help each child develop:

- A lively enquiring mind with the ability to question, argue rationally, make reasoned choices and pursue intellectual and physical tasks.
- Self-esteem and a caring and supportive attitude towards others.
- A wide range of concepts, skills and knowledge and an understanding of how to use these, together with an appreciation that learning is a life-long process.
- Language and number skills.
- Aesthetic awareness and creativity.
- An understanding of human achievements and aspirations.
- A respect for other people, their languages and beliefs.

## Curriculum Content

We provide a broad and balanced curriculum, valuing the need for all learners to have access to a range of subjects. Key Stage 2 and Key Stage 3 Curriculum Guidelines can be found on the school website under 'Curriculum.' These provide detailed outlines of programmes of work that will be followed throughout the year in each subject.



## Special Educational Needs

At Ferndown Middle School, we aim to provide effective opportunities for all pupils, including those with Special Educational Needs, in all areas of the curriculum. We are a good school with good and outstanding teachers and therefore the majority of needs are met by universal, targeted, differentiated, quality-first teaching in each classroom. We have high aspirations and expectations of all our pupils and set appropriate learning challenges for each pupil's level of ability both in the lesson and for homework. Individual and group interventions are provided for those identified as requiring structured programmes and support. At Ferndown Middle School, we use the Three Wave Model, a graduated approach to special needs.

### Wave 1

Wave 1 is on offer for all students, in inclusive, high-quality learning classrooms. Teachers will use the SENDCo's guidance and within their subject aim to remove barriers and meet need. The next stage is about teachers knowing and deciding at what point, for any individual pupil good, universally targeted quality-first teaching is not enough. This is when support will move to Wave 2.

### Wave 2

Staff record evidence to show the strategies tried and demonstrate what has worked and what has not worked. This information forms evidence to inform the next steps.

### Wave 3

Wave 3 is the final stage when there is a trail of evidence that Wave 1 and 2 interventions do not meet identified need. At this point, the SENDCo and possibly external professionals become more closely involved in identifying, planning, monitoring and reviewing individual support across the curriculum.

## Pupil Premium

The pupil premium is a Government initiative that provides specific funds targeted at improving outcomes for students from deprived backgrounds. Research has indicated that this group of students underachieve when compared to non-deprived peers. The premium is provided in order to support these pupils in fulfilling their potential and not being disadvantaged.





## Safeguarding

Ferndown Middle School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Mrs Allen is the Designated Safeguarding Lead and Mrs Giddens is the deputy. Both have had specialist training in safeguarding and child protection.

Our full Child Protection Policy can be found on our website along with further government guidance and support documentation.

## E-Safety

At Ferndown Middle School, we take e-safety extremely seriously. We believe that it is the right of all children to feel safe and secure when using technology. Our E-Safety Policy contains detailed information about how we ensure our children remain safe in their use of technology.

We teach children to use the internet and other technologies safely, and we show them how to behave in an appropriate manner. It is important to encourage a healthy lifestyle with regard to the use of technology, and teach children about the risks of exposure to inappropriate content or too much time in front of a screen. We show children how to keep their data and security safe, and we teach them to be critical of the things they see online.