

JOB DESCRIPTION

TEACHER OF GIRLS PE

1 Year Maternity Cover

Salary Scale – MPS

Reporting to the Faculty Leader of PE

Knowledge and understanding

- Have a secure knowledge and understanding of PE (relating to degree level).
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.
- Understand progression in their specialist subject(s).
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).
- Have significant ICT skills.

Planning and Setting Expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records as appropriate.

Teaching and Managing Student Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time.
- Set high expectations for students' behaviour, establishing and maintain a good standard of discipline through well focused teaching and through positive and productive relationships.
- Use teaching methods which keep students engaged, including devising differentiated approaches, stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- When applicable, understand the demands expected of students in relation to the National Curriculum, Key Stage 3 and 4 and examination courses.
- Ensure student academic data is entered into school systems when required.

Relations with Parents and Wider Community

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work related situations.
- Liaise with agencies responsible for students' welfare in accordance with school policy.

Managing own Performance and Development

- Take responsibility for own professional development and keep up to date with relevant research and developments.
- Understand and execute professional responsibilities in relation to school policies and practices.
- Set a good example to students by personal conduct and presentation.
- Evaluate own teaching critically and use this to improve effectiveness within the schools self-review programme.
- Participate in NQT or School Appraisal process

Managing and Developing Staff and other Adults

- Establish effective working relationships with all colleagues.

Managing Resources

- Select and make good use of all learning resources which enable teaching and learning objectives to be met.

Safeguarding

- Uphold and model the highest standards of safeguarding and child protection in line with statutory guidance (e.g., *Keeping Children Safe in Education 2025*).
- Act promptly and appropriately on any concerns regarding pupil welfare, working collaboratively with the DSL and external agencies.
- Foster a culture where pupils feel safe, respected, and supported, reflecting Boldon School's commitment to their well-being and protection.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

PERSON SPECIFICATION

TEACHER OF GIRLS PE

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

QUALIFICATIONS AND KNOWLEDGE

	Essential	Desirable	Source A- application I - interview R - references C - Certificates
Qualified Teacher Status (QTS)	Y		A, C
An excellent knowledge of relevant curriculum areas at KS3-4 including an understanding of assessment, monitoring and how students make progress	Y		A, I, R
Commitment to further professional development	Y		A, I
Broad knowledge of current education issues		Y	A, I
Understanding of new National Curriculum		Y	A, I
Further work experience with young people e.g. summer schools, youth clubs		Y	A, I, R
Experience in teaching examination PE/Dance/Child Development		Y	A, I, R

SKILLS

	Essential	Desirable	Source
Ability to apply knowledge and understanding of the characteristics of high quality teaching	Y		A, I
Willingness to adopt new strategies for improving and sustaining a high quality of teaching, learning and achievement	Y		A, I
Knowledge and experience of using a wide range of media to aid teaching and learning	Y		A, I
An ability to learn from example	Y		A, I
Evidence of an adaptive curriculum to meet the needs of all pupils.	Y		A, I
Work in ways that promote equality of opportunity, participation, diversity and responsibility		Y	A, I

KNOWLEDGE AND UNDERSTANDING

	Essential	Desirable	Source
Ambitions for self and students	Y		I
An effective communicator who is energetic, enthusiastic and inspiring	Y		A, I
The ability to meet deadlines	Y		A, I
The ability to build working partnerships with parents and outside agencies	Y		A, I, R
A commitment to abide by and promote all school policies	Y		I, R
Self-motivated, well organised and proactive	Y		I, R
Flexible approach to work within a faculty structure	Y		A, I
Excellent interpersonal skills		Y	A, I, R
An interest and commitment to the whole school community including extracurricular activities		Y	I, R

PERSONAL ATTRIBUTES

	Essential	Desirable	Source
An effective communicator with strong interpersonal skills.	Y		A, I
An ability to prioritise workload and work to specific deadlines with good attendance	Y		I
Ability to inspire, challenge, motivate and empower others.	Y		I, R
An understanding of fostering a fair, open, and supportive environment.	Y		I, R
Self-motivation and a commitment to continued professional development.	Y		I, R
Have an ability to effectively collaborate with parents and the community.	Y		I, R
A positive and aspiring role model to staff and pupils.	Y		I, R

EXTRA INFORMATION

	Essential
Written references only.	Y
Confirming professional & personal knowledge, skills & abilities referred to above.	Y
Positive recommendation from current employer.	Y

SAFEGUARDING

	Essential
Post holder will require an enhanced DBS	Y