



PE Faculty Information

The PE Faculty:

Jason Hillis	Head of Faculty
Becky Robinson	Assistant Head of Faculty
Maternity Cover	PE teacher (part time .6)
Simon Bellamy	Assistant Headteacher, Pastoral Team Leader and PE teacher
Matthew Schlaefli	PE teacher and trainee mentor
Rosanna Blacker	PE teacher and Primary School Sports' Coordinator

At Deer Park we believe that PE makes a unique contribution to the life of the school. Sport and fitness can be both life changing and life sustaining and we want every young person to leave Deer Park knowing this and enacting this in their daily lives. We are looking for a member of staff to join the PE faculty on a part time basis to cover a period of maternity leave and continue the excellent work of implementing the vision for the PE Faculty around the school's values of Trust, Kindness, and Determination, to ensure that pupils and staff are safe, happy and successful and to allow everyone to be the best they can be every day.

If you are up for the challenge and want to work in an environment that provides disruption free learning, great pupils, highly visible leaders, and a team of staff whose loyalty and enthusiasm for the school are second to none then make sure you apply.

Information about the PE Faculty

The faculty teaches PE to all pupils in both Key Stages 3 and 4. There is some mixed teaching in GCSE PE, but the majority of the lessons are single sex groups. The pupils are set in two groups based on our pupils' physical ability, but pupils can be moved within an academic year. In the core lessons in Key Stage 4, the pupils have access to different sporting activities and have a fitness lesson once a fortnight. PE is a popular option at GCSE. At the moment we follow the AQA GCSE specification, and we currently have two groups in Year 11 and two in Year 10. From June 2024 we will also be offering the Cambridge National Sports Science course to compliment the GCSE PE.

In Key Stage 3, all pupils experience a wide range of activities and male and female staff teach the whole range of activities. The activities we offer within our curriculum are netball, hockey, rugby, football, gymnastics, dance, badminton, basketball, trampolining, health and fitness, volleyball, rounders, athletics, cricket and tennis. The majority of teaching for the successful candidate will be core girls' PE across KS3 and KS4.

We are very lucky to enjoy excellent facilities. The school has a superb astro-turf surface with warm-up area, sports hall and gym, as well as hard courts, cricket nets and multiple fields. The Faculty runs extra-curricular clubs for a range of sports and also run a Talent ID programme. We offer leadership opportunities throughout our pupils' time in the school. We appoint and train Young Leaders in Key Stage 3 and Games Captains in Key Stage 4. Many pupils progress through these roles. They support the faculty and events. For example, they are used effectively to deliver a comprehensive sporting provision for our primary schools and our own pupils. We regularly have pupils and teams, who reach Area, County, and Regional standards in activities like Hockey, Netball, Football, Rugby, Athletics, Tennis, Badminton, Basketball and Cricket.

The faculty has close links with local clubs, primary schools and different sporting agencies to ensure pupils have the best possible chances to participate and progress in sport.

We look forward to receiving your application for the temporary post of Teacher of Girls' PE (Maternity cover), but welcome requests to visit the school first if you feel this would be useful. Please contact Allison Boucher, Head's PA by email to A.Boucher@deerparkschool.net to arrange a mutually convenient time or if you have any questions, and we will be happy to respond.

Richard Clutterbuck
Headteacher
March 2024



Outline job description: All subject teachers (MPS-UPS3)

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge pupils;
2. To promote good progress and outcomes by pupils;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all pupils;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;

- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;

- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on our values of trust, kindness and determination. We are part of the Corinium Education Trust, a local multi-academy trust of four schools; Deer Park and three primary schools, Chesterton Kemble and Siddington C of E Primary Schools.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

Deer Park school was inspected by Ofsted in January 2023, and we were judged to continue to be a good school. Inspectors noted that:

- "Pupils welcome leaders' high expectations of their behaviour and conduct... Pupils enjoy their learning and feel well prepared for the future."
- "Pupils behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour."

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.