



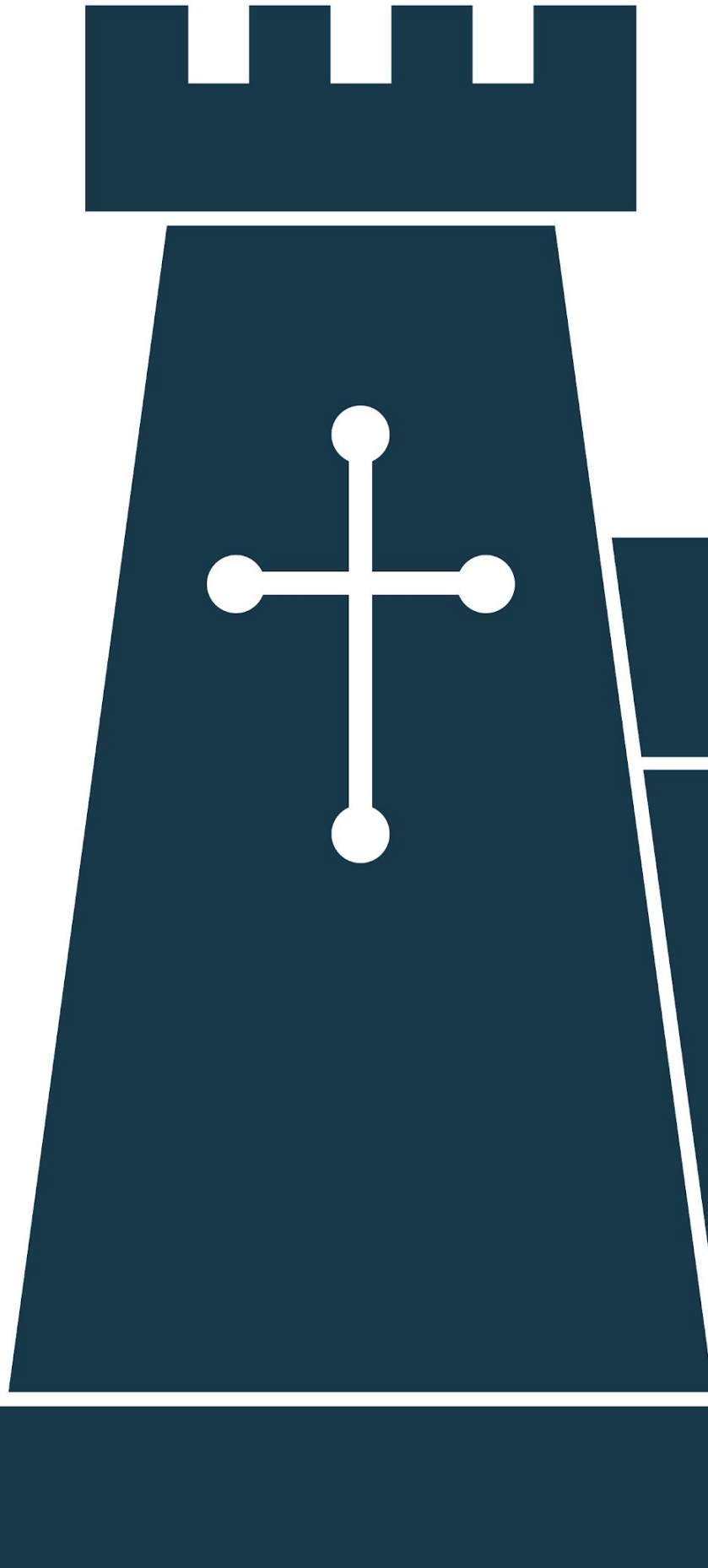
# THE BAY CE SCHOOL

Believe • Inspire • Excel

## Teacher of Girls PE (Secondary)

January 2024







**THE BAY CE SCHOOL**  
Believe • Inspire • Excel

January 2024

Dear Candidate,

Thank you for expressing an interest in the Teacher of Girls PE post.

In September 2018 The Bay CE School opened as an all-through school providing education for students aged 4 to 16 years old. The school is situated on two sites and this position is based on the secondary site.

An exciting opportunity has arisen at our secondary site for a highly motivated and enthusiastic Teacher of Girls PE, from September 2024.

The successful candidate will be required to teach girls PE (dance would be an advantage), enhancing the learning experience of all our students; inspire effective teaching and learning; and deliver engaging lessons that motivate and enthuse our students.

The successful candidate will be passionate about their subject area; demonstrate experience of achieving positive outcomes for students; have excellent subject knowledge and be able to teach effectively across the age and ability ranges; must have excellent subject knowledge and deliver learning which promotes student progress and high expectations for all abilities.

Visits to the school are welcome.

### How to Apply

Interested candidates can download an application pack from our website: [bayceschool.org](http://bayceschool.org) or via email at [recruitment@bayceschool.org](mailto:recruitment@bayceschool.org).

**Closing date for applications:** Friday 123rd february 2024 at 12 noon

**Interviews:** To be confirmed

Completed application forms should be e-mailed to [recruitment@bayceschool.org](mailto:recruitment@bayceschool.org) or posted

**FAO: Mrs L Highmore, HR Business Partner, The Bay CE School, The Fairway, Sandown, Isle of Wight, PO36 9JH.**

All applications will be acknowledged upon receipt. *Please note we are unable to accept CVs and only fully completed application forms will be accepted.* We reserve the right to close this advert and/or interview early should we receive sufficient applications. Early applications are encouraged.

As part of safer recruitment, online searches will be carried out for shortlisted candidates, references will be requested prior to interview and an enhanced DBS check with children's barred list check will be required for successful applicants.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974.

Should you have any queries, please do not hesitate to contact me.

Yours Sincerely

Mr Duncan Mills  
**Executive Headteacher**

Mrs Emma Bowden  
**Headteacher**

POST:	Teacher of Girls PE
RESPONSIBLE TO:	Head of Department
SALARY:	Main / Upper Pay scales
WORKING PATTERN:	Full time
DISCLOSURE LEVEL:	Enhanced

### **Job Purpose**

To deliver outstanding teaching to students that is bespoke to their individual needs and promotes a love of discovery and learning. To carry out the professional duties of a qualified teacher in accordance with the DFE Teaching Standards as well as the duties and expectations outlined in this JD and The Bay policies including our Code of Conduct.

To deliver high quality lessons, ensuring that students achieve their full potential; inspire and enthuse our students, and demonstrate high aspirations for all students.

### **Specific Responsibilities**

Planning and Delivery

- Design lessons to ensure appropriate progression of learning in line with the The Bay's Teaching and Learning policy, curriculum plans and the national curriculum
- Contribute to the design of an engaging curriculum within the relevant areas of delivery

Make use of ICT and new technologies to enhance the quality of teaching and learning for students of all ages and attainment levels

Foster and maintain students' interest in the subject, and address misconceptions

- Teach consistently good or better lessons to allocated students which maintain pace, motivate and supports their ongoing progress
- Be aware of students' capabilities and prior knowledge to identify clear learning outcomes and progression

Be alert to the physical, social and intellectual development of students, and know how to adapt teaching to support their education at different stages of development

Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Liaise with the SENDCo and other professionals to remain up to date with metacognitive pedagogies and targeted teaching approaches that enables students to make good or better progress

- Differentiate appropriately, using approaches that enable all students learning needs to be met, providing opportunities for recognition and challenge
- Ensure planning is in line with student's targets, specifying how the lesson content will be taught and assessed
- Work alongside non-teaching staff to design targeted resources to support students access the learning outcomes

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, regardless of specialist area.

Set homework and plan out of class activities that consolidate and extends knowledge, challenges and motivates children.

Maintain dialogue with students and their parents/carers about how their learning builds on prior attainment, so that they are aware of the steps required to meet and exceed their targets.

### **Assessment and Standards**

Use aspirational targets that build on the prior knowledge and attainment of every child, in line with our motto of Believe, Inspire and Excel

- Use a range of assessment methods to measure students' progress, including statutory assessments, ensuring that they motivate and celebrate success

Implement The Bay's Assessment policy, and ensure consistent and continuous collection of high-quality data to track, monitor, and evaluate the progress of students'

Communicate feedback both verbally and through accurate marking, and set targets with students that stretch and challenge them despite their background, ability or disposition

Implement clear classroom processes for students to respond positively to written feedback in line with The Bay's policy

Be accountable for the impact of learning strategies in your classroom, using clear systems for data collection and scrutiny, and be flexible in adapting resources in line with the emerging needs of students

Under the direction of Director of Inclusion and Head of Department ensure that appropriate procedures are in implemented for moderation of assessments to ensure consistency, quality and reliability

### **Professional Responsibilities & Culture**

Promote the ethos and principles of The Bay, rooted in strong relationships, and consistent boundaries by establishing an environment which is safe, empowering and promotes enquiry for all students

Have a caring, responsive and open attitude to students, ready to understand them in the context of their life histories, ongoing journeys, strengths and needs

Be a positive role model; consistently modelling healthy relationships and championing restorative practice

Maintain excellent relationships and work collaboratively with staff across The Cornerstone Federation to remove potential barriers to successful engagement of children in all education, enrichment and wider activities

Engage in ongoing training opportunities and development, including attending supervision and reflective practice

Be accountable for your subject knowledge, actively prioritising upskilling or personal learning in collaboration with your line manager.

Stay up to date with developments in the subject and curriculum areas that you teach as well as with safeguarding

Champion effective use of formulation, which includes the understanding children's stories and histories to determine their exposure to trauma, childhood adversity and risk, to identify protective factors that will inform their learning journeys

Actively support our community through attending community events, school events, parents' evenings and wider enrichment activities

Use empathy, curiosity and acceptance in your interactions with children, in recognition of their developmental needs

Promote a culture of curiosity; the acceptance that we will get things wrong and the confidence to explore ways of improving through accountability and engaging activities

Nurture and care for the students through fostering good interpersonal relationships, and engaging in wider Bay life

Be committed to ensuring the wellbeing of students, staff and the wider school community

Have high expectations of behaviour and establish a classroom culture, in line with our Culture for Learning policy, using reward, sanction, praise and other strategies consistently and fairly to involve and motivate children

Take responsibility for promoting good and courteous behaviour both in classrooms, and around the school, in line with The Bay's Policy, exercising appropriate authority and acting decisively when necessary

## **Other**

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

To undertake , and when required, deliver or be part of the appraisal system and relevant training and professional development

To undertake, within reason, other various responsibilities as directed by the Headteacher/Executive Headteacher.

This is not an exhaustive description

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a line leader to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This 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.

Generic quality statement: The Isle of Wight Council expects that its staff will adhere to its policies and procedures. All members of staff are expected to be familiar with procedures and undertake appropriate activities to support their learning and development.

Safeguarding - The Isle of Wight Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and operates stringent safer recruitment practices.

Diversity and Equality - All employees are expected to treat others with dignity and respect.

Health and Safety - The Isle of Wight Council has a duty to protect employees and all employees have a duty to protect themselves and others from harm as far as is reasonably practicable.

Data Protection and ICT Security - All employees are required to ensure that any information or data collected or input in to a Council system complies with the standards set out and any associated processes that are specific to an area of work.

This job description is correct as at the date given above. In consultation with the postholder it is liable to variation by management to reflect or anticipate changes to the job. As a term of employment the postholder may be required to undertake other duties in this post or, following consultation, any other post in any of the Isle of Wight Council's Directorates.

## Person Specification

Criteria	Essential	Desirable	A / T / I
Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> </ul>		A
Experience, skills & knowledge	<ul style="list-style-type: none"> <li>• Teaching or training experience with children</li> <li>• Knowledge and understanding of the national curriculum, and any statutory requirements</li> <li>• Demonstrate an awareness of individual differences between children's learning needs and experiences, as well as some knowledge of how to adapt provision to support these needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of outstanding engagement with children in a classroom setting or in a training capacity</li> <li>• Knowledge of successful assessment for learning, evidenced by raising student achievement</li> <li>• Ability to use assessment data to plan and provide appropriate challenge for students</li> <li>• Effective use and development of a wide range of strategies for managing dis-affection, poor behaviour and under achievement in the classroom</li> <li>• Knowledge of technologies and their capacity to improve teaching and learning</li> <li>• An understanding of emotional literacy developments to support learning and teaching (desirable)</li> <li>• Working knowledge of Ofsted's Education Inspection Framework and Working Together to Safeguard Children (2018)</li> </ul>	A / T / I

Criteria	Essential	Desirable	A / T / I
Competences	<ul style="list-style-type: none"> <li>● Relational skills: the ability to persevere and build good, compassionate, responsive relationships, developing mutual respect and understanding and maintaining boundaries.</li> <li>● Curiosity and reflectiveness: the capacity to discover self, other, context and new perspectives, being observant, open and self-aware, able to reflect, adapt and to foster this in others.</li> <li>● Containment: the ability to remain calm, collaborative, caring and creative under pressure; reliable, punctual and well-organised, acting as a role model to others.</li> <li>● Teamwork: able to work integratively and inclusively within and between teams, seeking out and implementing strategies that meet the individual needs of children, and our shared goals.</li> <li>● Communication: able to collect, record and interpret multiple forms of information relevant to the role; strong oral and written communication skills.</li> <li>● Flexibility and managing complexity: able to anticipate and manage change flexibly and responsively, and to consider individual needs, and adapt to meet those.</li> <li>●</li> </ul>		A/I/T
Values and ethos	<ul style="list-style-type: none"> <li>● An enthusiasm for demonstrating commitment to the values and behaviours of The Bay.</li> <li>● Relationships; The conviction that providing the best care for children depends on the foundation of building deep, trusting and boundaried relationships characterised by unwavering commitment and integrity</li> </ul>		A/I/T



Criteria	Essential	Desirable	A / T / I
Values and ethos	<ul style="list-style-type: none"> <li>• Discovery; The commitment to gaining knowledge and understanding through learning as you 'do', remaining reflective and open to ongoing experiences, ideas and learning</li> <li>• Community; The belief that we are interdependent and equally responsible for the environment we create, and that the journey of discovery and relating is brought to life in community</li> </ul>		



# THE BAY CE SCHOOL

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## Teacher of Girls PE (Secondary)

1.00 FTE  
Main/Upper Pay Scale  
To start September 2024

An exciting opportunity has arisen at at our secondary site for a highly motivated and enthusiastic Teacher of Girls PE, from September 2024.

The successful candidate will be required to teach girls PE (dance would be an advantage), enhancing the learning experience of all our students; inspire effective teaching and learning; and deliver engaging lessons that motivate and enthuse our students.

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Visits to the school are welcome.

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**Closing date:** Friday 23rd February 2023 at 12 noon  
**Interviews:** To be confirmed

We reserve the right to close this advert and/or interview early should we receive sufficient applications. Early applications are encouraged.

As part of safer recruitment, online searches will be carried out for shortlisted candidates and references will be requested prior to interview.

This post is exempt from the Rehabilitation of Offenders Act 1974.

The Cornerstone Federation is committed to safeguarding & promoting the welfare of children & expects all staff & volunteers to share this commitment. Successful applicants will be required to obtain an Enhanced DBS clearance.



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cornerstone federation

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