



### Teacher of Physical Education (with the ability to teach another subject at Key Stage 3)

TPS

#### Job Purpose

1. To contribute actively and substantially to building, communicating and implementing the Trust's vision of Ambition, Excellence and Community and the school's commitment to all young people to 'Let Your Light Shine'.
2. To actively model and promote the values, vision and ethos of this Christian school which serves a multi-faith, multi-ethnic community.
3. To have an understanding of what makes outstanding educational provision in your designated subject area.
4. To plan and teach a broad, balanced, relevant and differentiated curriculum within your subject such that all pupils are included, challenged and supported, and so that all can progress and achieve.
5. To monitor, review and support the overall progress and development of pupils as a teacher and as a pastoral tutor.
6. To seek to inspire in pupils, as teacher and tutor, a love of learning and to foster imagination, creativity, confidence, independence and respect for others.
7. To make a significant commitment to co-curricular (period 6) extra-curricular activities to inspire and develop the passions and interests that will remain with our pupils for the rest of their lives.

#### Key responsibilities:

##### Teaching and Learning

1. To deliver an academic, aspirational, broad, balanced, relevant and responsive curriculum in your subject area(s).
2. To contribute to the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in your subject area(s).
3. Be evidence informed: keeping abreast of local, national and global sources of credible information and using this to inform curriculum, assessment and CPD in your subject area(s).
4. To consistently and effectively plan lessons to meet pupils' individual learning needs, using a range of appropriate strategies for teaching and classroom management.
5. To consistently and effectively use information about the prior attainment of pupils to set well-grounded expectations for pupils, and monitor progress to give clear and constructive feedback.
6. To work with new technologies and help develop their use to promote teaching, learning and experience of pupils.
7. To ensure that the learning environment is organised, attractive and stimulating.
8. To model, implement and champion consistently the 'Brian Clarke Way' maintaining high standards of behaviour, attendance, and punctuality, in accordance with school policy and procedures.
9. To prepare and update subject materials.
10. To set and mark homework according to school policy.
11. To comply with Health and Safety policy and undertake risk assessments as appropriate.



### Marking, assessment and reporting

1. To mark and assess pupils' progress according to whole-school policies and as requested by external bodies.
2. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of pupils' progress according to school policy.
3. To complete accurately reports on pupils' progress for parents according to school policy and the school calendar.
4. To communicate with parents of pupils about their progress as appropriate and according to school policy.
5. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.

### Departmental

1. To assist in the development of curriculum, schemes of work, assessment policies and teaching and learning strategies in the department.
2. To support the department's effective organisation and management.
3. To contribute to the department's improvement planning.
4. To liaise professionally with other colleagues across the school, and external agencies as necessary.
5. To contribute to the school's co-curricular (period 6) and extra curricula provision.

### Pastoral

1. To be a form tutor to an assigned group of pupils.
2. To actively model and promote the values, vision and ethos of this Christian school which serves a multi-faith, multi-ethnic community. Tutors should attend year, school and chaplaincy assemblies and sit with pupils as a community worshipping together.
3. In line with school policy to use the school's MIS to monitor attendance, behaviour and progress of pupils in your tutor group.
4. To plan interventions as necessary if a pupil appears to be underachieving, referring any concerns to the Head of Year as pastoral line manager.
5. To help collate and act on any information passed on which concerns pupils within the tutor group.
6. To contribute to induction and transition days as required.
7. To help prepare pupils for transition as required.
8. To oversee the welfare and discipline of every form member and report any concerns which might need parental / external agency involvement to the Head of Year and any issues of safeguarding to the Designated Safeguarding Leads. Tutors should never promise absolute confidentiality.
9. To model, implement and champion consistently the 'Brian Clarke Way' maintaining high standards of behaviour, attendance, punctuality and dress in accordance with school policy and procedures.
10. To register pupils accurately using the school systems, follow up punctuality and attendance concerns in line with school policy.
11. To develop a sense of community and active citizenship within the form group and year and take active responsibility with the pupils for the appearance of the form room.
12. To organise the election of form captains.
13. To deliver the planned pastoral curriculum on form worship, careers (CEIAG), literacy and wellbeing (PSHRE).
14. To seek professional support if there are any areas of the pastoral curriculum that present challenges.
15. To ensure that home-school communications are efficient, and encourage good and positive relationships with parents, guardians and carers.
16. To attend Year meetings and contribute positively to the team.
17. To fulfil supervision duties in school in line with published duty rotas.
18. To contribute to the pastoral team's enrichment programme for pupils.



### Personal and Professional

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.
4. To contribute to school and trust marketing activities for example providing news for social media, the website and contributing to newsletters for parents.
5. To make an active contribution to the policies and aspirations of the school.
6. To mentor ITT candidates/ECTs as appropriate
7. To undertake any other duty as specified by STPCB not mentioned.
8. To actively promote and comply with safeguarding and child protection legislation in all areas of responsibility and in line with school protocols.
9. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal health, safety and welfare and that of others reporting any hazards.

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

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**



In your application form please demonstrate how you meet these criteria. Do not include a curriculum vitae.

Person Specification – PE	Essential or Desirable	How identified Application (A) Interview (I)
<b>Educational Qualifications</b>		
Good honours degree (or equiv.) in relevant subject	E	A
PGCE or equivalent and Qualified Teacher Status	E	A
Relevant and successful teaching experience	E	A/I
<b>Teaching and Learning</b>		
Passionate commitment to the subject domain and the ability to enthuse and inspire young people across the full ability range	E	A/I
Sound understanding of the effective curriculum design and pedagogy in the subject domain	E	A/I
Sound understanding of the effective assessment design in the subject domain	E	A/I
Willingness/experience of teaching outside of specialist subject domain to KS3	E	A/I
Good working knowledge of National Curriculum, specifications, and assessment criteria in the subject domain	E	A/I
Positive, confident and forward-looking approach to the teaching of the subject domain	E	A/I
Ability to use ICT and technology in the classroom	E	A/I
Evidence informed classroom practitioner who can build positive relationships with pupils.	E	A/I
A passionate belief in the Trust's vision of Ambition, Excellence and Community and the school's commitment to all young people to 'Let Your Light Shine'	E	A/I
Experience/ability to lead on co-curricular and extra curricula activities	E	A/I
<b>Personal and Professional Qualities</b>		
Excellent time manager	E	A/I
Resilient, intuitive, tactful	E	A/I
Intellectually and organisationally agile and well-organised: open to new directions, continuously pro-active and thinking ahead, whilst planning and structuring what needs to be done to translate aspiration into reality	E	A/I
Professional reliability re attendance, punctuality, and deadlines	E	A/I
Good interpersonal skills, the ability to empathise with young people and build positive relationships with pupils and colleagues	E	A/I
A team player with a 'can-do' approach	E	A/I
A commitment to personal, professional development and becoming the best that you can be	E	A/I
Either hold or willing to gain a MIDAS certificate to drive a minibus	D	A
Must hold relevant subject specific qualifications (e.g. health and safety, first aid etc)	E	A



<b>Ethos</b>		
Ability to support, uphold and model the Christian ethos of the school within a multi-faith, multi-ethnic school community	E	A/I
The ability and willingness to lead Christian worship with integrity. All staff are fully supported in leading worship by the Trust's lay chaplain	E	A/I
<b>Safeguarding</b>		
Committed to the protection and safeguarding of children and young people	E	A/I

N.B. any candidate with a disability who meets the essential criteria will be guaranteed an interview