

**EASTBURY COMMUNITY SCHOOL**

**APPOINTMENT OF PHYSICAL EDUCATION TEACHER (2 Terms Fixed Term - Maternity Cover)**

**Secondary Phase**

**January 2022 Start**

**Date of advert: 27th September 2021**

**Closing Date: 13th October 2021 (9am)**

**Shortlisting: 14th October 2021**

**Interviews: 18th October 2021**

**Advert**

EASTBURY COMMUNITY SCHOOL

Hulse Avenue

Barking

Essex IG11 9UW

**Teacher of Physical Education**

January 2022

Fixed term contract (2 terms)

MPS incorporating Inner London Allowance

Roll 1800 (Oversubscribed)

Eastbury Community School are seeking a dynamic and enthusiastic teacher to become an integral part of its Physical Education department. The successful candidate will be able to teach Physical Education at Key Stages 3 and 4 and GCSE. Full commitment to the delivery of extra-curricular activities is essential, and expertise in netball and badminton (particularly at GCSE level) would be an advantage.

Excellent opportunity for a committed and innovative teacher, in a successful, well ordered, and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and building affordable homes. We have celebrated record breaking public examination results in 2018 and 2019 with many pupils achieving top grades at both GCSE and A level, a trend which has continued with Centre assessed Grades in 2020 and 2021.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new purpose built accommodation.

The school is located less than 10 minutes’ walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of young people. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school. The ability or desire to teach in our primary phase would be an advantage but is not essential.

We have the highest expectations of everyone and can offer:

* Highly aspirational pupils who are eager to learn
* A highly supportive school in which teaching and learning is the key priority, and staff are provided with the time and coaching needed to be successful.
* Career development (Leadership training for exceptional candidates after 2 years in post)

 For full details of the post and an application form please visit the school website [www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk) and return the application form to the Headteacher’s PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 9am on 13 October. Shortlisting will ake place on 14 October and interviews will be held on 18 October 2021.

**Eastbury School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including enhanced DBS checks. We value the diversity of our community and wider society and are committed to promoting and upholding equalities at our school. CVs are not acceptable and will not be considered.**

**APPOINTMENT OF PHYSICAL EDUCATION TEACHER**

**SECONDARY PHASE**

**January 2022**

**Dear Colleague and prospective Applicant**

**APPOINTMENT of Physical Education Teacher (Secondary Phase)**

Thank you for requesting details about teaching in our school. I am delighted that you are interested in developing your career at Eastbury, at such an exciting time in the school’s development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

The post is ideal for someone with drive who is keen to develop their professional skills and expertise in preparation for further promotions. We are seeking a talented, inspirational and adaptable teacher who wants to start, or further their career, in a forward thinking school. The self-motivation and resilience to ensure the highest standards of care, achievement and attainment for our young people is essential.

We believe that for our ambitious goals to be realised for our pupils it has to start with the adults and so we are committed to ensuring that our staff have access to a wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

ECS is currently undergoing significant change, which is creating many career opportunities. In September 2015 we became a 3-19 all-through school and in September 2016 our primary pupils moved into their own self-contained purpose built accommodation. Our new secondary building opened in January 2017 providing 36 ‘state of the art’ classrooms and 14 science laboratories. Our new buildings have been extremely well received by pupils, staff and the community. In September 2018 our extensive campus was completed and now provides a valuable resource for the community.

ECS is an exciting, challenging and rewarding place to work. We are a growing in both number (two-form entry in our primary phase and ten- form entry in the secondary phase) and in reputation. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

Barking and Dagenham is an excellent borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition the borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

The school is a large, well-ordered and diverse community, which enjoys an excellent reputation. The school strives to be at the forefront of educational improvement and we were featured in the Independent on Sunday [www.independent.co.uk](http://www.independent.co.uk/news/education/education-news/eastbury-community-school-in-east-london-officially-designated-the-kindest-school-in-the-uk-a6816731.html) . Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. It is a friendly, supportive, diverse and welcoming school that nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the creativity and leadership potential of our children which are both actively encouraged.

Outcomes continue to evidence high levels of progress across a wide ranging curriculum. Eastbury Community School is also part of a successful 6th form partnership arrangement with four other local secondary schools. This potentially will cater for the educational needs of over 1000 pupils studying a diverse range of academic and vocational courses.

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best. If you feel you could contribute to this ethos and enhance it further, please apply.

We invite you to visit our school website ([www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk)) to find out more detailed information about our school.

**The PE Department at Eastbury**

The PE department has 12 members of staff and consists of inspiring and supportive colleagues who strive for excellence through engaging and thought provoking lessons. This is an exciting time to join the PE department and the successful candidate will be integral to us developing our curriculum offer and extra-curricular success.

The PE department believes all students should be stretched and challenged to maximise opportunities for them to make progress and that pupils fully understand the importance of leading a healthy active lifestyle to maintain and develop their physical, mental and social health and well-being. We also believe that the skills learnt and developed in PE are skills for life and that physical activity and sport is something that all pupils should enjoy. We actively seek ways to motivate our learners and we relish the chance to help our pupils enjoy all forms physical education. We are proud to motivate pupils to want to further their knowledge in sport and physical education and we consistently have 2 to 3 groups of GCSE pupils each year. At both GCSE and A-level, our teachers prioritise supporting pupils to make the best possible progress using a variety of teaching and learning strategies.

At Eastbury, all students in KS3 and KS4 have two hours timetabled physical education a week. Our Key Stage 3 PE curriculum is designed to develop skills and implement strategic thinking across a range of broad range of physical activities, while developing metacognition through opportunities for self and peer evaluation and feedback. Students are also provided with opportunities to increase confidence, take responsibility and develop leadership skills. Students are also equipped with a secure foundation in PE theory and key terms, to enable them to succeed at GCSE.

At Key Stage 4 students have opportunities to secure their physical competence across a range of activities, while also continuing to develop opportunities for leading and thinking to enhance life skills. Students will develop their independence, so they feel confident in developing their overall well-being, and understand the importance of lifelong participation and leading a healthy active lifestyle.

Our GCSE course follows the AQA specification, which requires students to study Applied Anatomy and Physiology, Movement Analysis, Physical Training, Sports Psychology, Socio-cultural influences, Health, Fitness and Well-bring and Practical Performance. GCSE results in 2018 and 2019 were excellent, exceeding expected targets, with a high percentage of students surpassing their expected grades. PE and Sport have always been a popular subject in the Sixth Form.

We currently offer A level Physical Education, following the OCR Specification. Students will study Applied Anatomy and Physiology, Exercise Physiology, Biomechanics, Skill Acquisition, Sports Psychology, Sport and Society and Contemporary Issues in Physical Activity and Sport. We have had an A Level PE group for the last four years, with a 100% pass rate. The success of this department is evident through many students choosing to continue the subject at university.

In addition, we have an extensive extra-curricular offer with both competitive sports teams and recreational sports clubs and physical activities, which run before and after school and during break and lunch times. These allow students to develop as performers while also helping students improve their physical, social and mental health and well-being. Our teams and performers have been successful across a range of sports on a local, regional, national and international level.

The department runs a successful Sports Excellence Programme, where Gifted and Talented students in PE are invited to be part of the initiative. Students are trained as Sports Leaders and help to organise and officiate at a number of primary schools, sports events and festivals. Students will also get the opportunity to be part of workshops and participate in sports related educational visits. Previous trips run by the department include ski trips to Austria, Italy and France, OAA residential trips to Trewern and PGL activity weekends.

Each PE classroom benefits from having the use of a computer and interactive screens. The PE department is a very cohesive and collaborative department with outstanding and experienced teachers. There is a strong sense of teamwork that is passed on to the students and contributes to their views and positive experiences whilst studying PE. We constantly look to evaluate our teaching to provide the best learning opportunities for our pupils in PE.

**We look forward to receiving applications from candidates who believe they will be a good match for our collaborative department.**

If you would like to discuss any aspect of the post or application process please contact Kerry Ward, Senior Deputy Headteacher (kwa@eastbury.bardaglea.org.uk) to arrange a telephone appointment or to visit the school. All applications will be seriously considered irrespective of a pre-application visit. Please note that all shortlisted candidates will have the opportunity to visit and tour the school as part of the application process.

We look forward to receiving your application.

Yours sincerely



**DAVID DICKSON ROY PATIENT**

**Executive Headteacher Chair of Governors**

**Job Description**

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| **Post Title:** | **Physical Education Teacher – Main Professional Grade** |
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| **School Context**  | Eastbury Community School (ECS) is an All-through school for pupils aged 3 -19 in the London Borough of Barking & Dagenham (LBBD).  |
| **Department Context**  | The department is currently composed of 12 members of staff and there is an opportunity to teach GCSE and A level PE. We offer a wide range of extra-curricular activities, which help to extend and improve the provision within the classroom. |
| **Purpose:** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of pupils as a teacher/ Form Tutor
* To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
* To contribute to raising standards of pupil attainment.
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
* To become an increasingly effective practitioner, leading to improved and sustained standards of teaching and learners’ attainment.
* To be responsible for the continuing review and development of their professional practice, providing evidence of their improving skills and the ability to work with colleagues, and of their potential capacity to meet the performance threshold/ senior teacher standards.
* To work as directed by the HoD/ SLT, meeting department and School standards.
* To personalise learning for the pupils under your care so that achievement is accessible to all.
* To be accountable for the progress of the pupils in your classes.
* To share good practice with colleagues and be willing to undergo INSET to develop and enhance your own good practice.
* To support the Department in all initiatives that it undertakes.
* To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the classes assigned to you, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
* As part of the department to help develop and enhance the teaching practice of others.
* To monitor and support the overall progress and development of pupils in your classes and as a Form Tutor.
* As a member of the department to embody the strategic direction of the subject / area in the school and community.
* To assist the Subject Leader in the essential liaison and collaboration with B&D CIAS; HMI; Consultants and other inspectors.
* To contribute to keeping the school informed of the characteristics of high quality teaching and learning, and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils with particular reference to the area of responsibility.
* To use comparative data, together with information about pupils’ prior attainment to establish benchmarks and set targets for pupil improvement within your classes
* To act as an advocate for the subject / area both outside and inside school
* To contribute to the department in developing systems for behaviour for learning and thus contribute to whole school strategies.
* With the department to provide quality assurance for the subject / area by monitoring progress towards meeting targets and developing / adopting intervention policies where appropriate especially in reference to your classes.
* To cooperate with the HoD in the monitoring of teaching and learning in the subject / area.
* To liaise with other teachers to meet individual and thus whole school targets.
* Where possible to assist the HoD in the training of new teachers of the subject.
* To maintain the distinct ethos pertaining to the subject / area in the school and that it is for the good of the subject/ area and the school
* With the HoD to develop / implement short term measures aimed at enhancing pupil performance in the subject / area especially in reference to the classes designated to you.
* With the HoD to provide and analyse current data as required regarding the performance of your designated classes.
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| **Reporting to:** | Head of Department; Line Manager; Post-holders in the department |
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| **Responsible for:** | The provision of a full learning experience and support for pupils. |
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| **Liaising with:** | Head/Deputies/Assistants, teaching/support staff, LEA representatives, external agencies and parents. |
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| **Working Time:** | 195 days per year. Full-time |
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| **Salary/Grade:** | Main Professional Grade |
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| **Disclosure level** | Enhanced |
| **MAIN (CORE) DUTIES**  |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
* To contribute to the Curriculum Area and department’s development plan and its implementation.
* To plan and prepare courses and lessons.
* To contribute to the whole school’s planning activities.
* To enhance cross curricular links
* To promote cultural capital
* To create opportunities for pupils to perform to a range of audiences
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| **Curriculum Provision:** | To assist the Head of Department, the Deputy Headteacher / Assistant Headteacher Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives. |
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| **Curriculum Development:** | To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school’s Mission and Strategic Objectives. |
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| **Staffing****Staff Development:****Recruitment/ Deployment of Staff** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of classroom support
* To work as a member of a designated team and to contribute positively to effective working relations within the school.
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| **Quality Assurance:** | * To help to implement school quality procedures and to adhere to those.
* To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
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| **Management Information:** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
* To complete the relevant documentation to assist in the tracking of pupils.
* To track pupil progress and use information to inform teaching and learning.
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| **Communications:** | * To communicate effectively with the parents of pupils as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
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| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.
* To contribute to the development of effective subject links with external agencies.
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| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the pupils.
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| **Pastoral System:** | * To be a Form Tutor to an assigned group of pupils.
* To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.
* To liaise with a Pastoral Leader to ensure the implementation of the school’s Pastoral System.
* To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
* To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required.
* To contribute to the preparation of Action Plans and progress files and other reports.
* To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff
* To contribute to PSHCE and citizenship and enterprise according to school policy
* To apply the Behaviour management systems so that effective learning can take place
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| **Teaching:** | * To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
* To assess record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
* To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of pupils
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for pupils which meets internal and external quality standards.
* To prepare and update subject materials.
* To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus.
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.
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| **Proposed Other Specific Duties**: |
| * Attend Meetings
* To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
* To promote actively the school’s policies.
* To continue personal development as agreed.
* To comply with the school’s Health and safety policy and undertake risk assessments as appropriate.
* To undertake any other duty as specified by STPCB not mentioned in the above.
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
* 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.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |
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| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title |

Headteacher: …………………………………………………

Teacher: ………………………………………………………

Date issued: ………………………………………………….

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| Person Specification MAIN PAY SCALE (MPS) TEACHER**We are seeking to appoint an effective colleague who:** | **Assessment:****A = Application****IT = Interview task****I = Interview****R = Reference** |
| 1. Passionate about their subject and is well qualified to degree level
2. Has a PGCE or equivalent (or working towards)
3. Is hardworking, well-motivated and positive
4. Has the ability to teach effectively in a socially disadvantaged area 11-19 (the ability / desire to teach in the Primary Phase is an advantage).
5. can communicate effectively with young people
6. is committed to collaborative planning
7. delivers well-structured lessons with clear learning objectives
8. has secure knowledge and understanding of their subject(s), including being able to anticipate pupils’ common strengths and misconceptions
9. has appropriate and demanding expectations for pupils’ learning across the age and ability range
10. can assess how well learning objectives have been achieved and can use assessment for future teaching
11. can ensure the effective teaching of pupils and can secure progress towards their targets
12. communicates effectively with parents
13. understands the need to take responsibility for their own professional development
14. conducts effective working relationships with staff, parents / carers & pupils
15. understands the need to look after resources and use them effectively
16. has high standards and expectations of self and others
17. supports a collegiate management style
18. has a sense of humour
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