



FROGMORE

COMMUNITY COLLEGE



TEACHER OF PE
CANDIDATE INFORMATION





WELCOME TO OUR SCHOOL

Dear Candidate

I am delighted that you have shown an interest in the role of teacher of PE at Frogmore Community College.

This is a fantastic opportunity to join the school at an exciting stage in its history. The school has recently joined Weydon Multi Academy Trust and shares its vision and values (www.veydonmat.co.uk). Joining the trust has made the school ambitious and hungry for further success in the future.

In the next couple of months, the school will receive over £600,000 in the first stage to upgrade parts of the school site and the catering experience for the students. We will have a new Assistant Principal responsible for driving up standards in teaching and learning. In the next couple of months there will be a significant shift in our use of edtech to further support the main thing: student achievements.

We are seeking an excellent PE teacher who will energise students through a passion for great teaching and great learning in the subject. You will have a commitment to providing students with memorable learning experiences, including extra-curricular opportunities and visits. You will share our drive for relentless improvement every single day. The right candidate will find this appointment extremely rewarding and a fantastic opportunity to develop their own career and make a difference in our community.

At Frogmore we believe that every student can flourish, given the right environment, support and challenge. As a relatively small school, with 716 students on roll, we care deeply about the achievement and wellbeing of every individual. Ofsted captured this ethos when they visited in February 2022, stating: 'The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff'.

Leadership at Frogmore Community College is strong. Our Senior Leadership Team is united by a shared commitment to achieve the very best for every child. Our small size leads to high levels of consistency and relationships in the school are incredibly positive. We are not complacent, however, and continuously seek to improve. We know that the key to every student flourishing is great teaching: every lesson, every day.

We actively encourage colleagues to embrace their professional growth. We have several colleagues who are studying for National Professional Qualifications; subject leaders attend the local trust subject architects forums and we proactively provide opportunities in school for colleagues to develop. Being in a small to medium sized trust allows for career development and advancement.

Our day is always open for a chat about your future.

We know that teaching is a demanding job. At Frogmore we pride ourselves on championing staff well-being. We understand that our colleagues are our greatest asset. We have a wellbeing weekend in November, where staff don't come into school. Every half term staff are nominated anonymously by their peers as 'colleague of the half term' to celebrate their contribution to our school. We enjoy celebrating our successes.

Frogmore Community College is a happy and supportive place to work. We are proud of our school and are always excited by the opportunity to welcome new staff into our 'Frogmore family'.

If you want to find out more, we would love to talk to you either in person or over the phone. Please contact our PA, Stacey Osborne, and we can arrange a time

Laura Goulborn and Matthew Venton
Co-Principals

The PE Department at Frogmore Community College

Frogmore Community College has a strong tradition of excellence in PE. The outcomes for young people have been strong in GCSE PE over the years and students demonstrate genuine enthusiasm and engagement in all aspects of physical education.

The department benefits from an extensive outdoor space, including a large artificial grass pitch, two playing fields, tennis courts and a large sports hall. The school also benefits from having access to the onsite Everyone Active leisure centre and students get to make use of the well-equipped gym and other facilities which were subject to a multimillion pound refurbishment several years ago.

The department model facilitates sharing of best practice across the different practical disciplines.

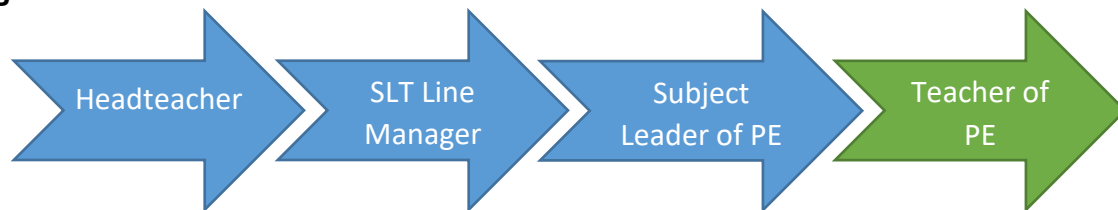
In key stage 3, all students are taught a wide range of participatory sports. GCSE PE is offered at key stage 4 and is a popular option. Compulsory core PE at key stage 4 is also strong and students value the wide range of options available to them.

There is a strong uptake in an established extra-curricular programme. The PE department runs a very wide range of clubs and teams, with a number achieving success at very high levels.

Teacher of PE – Job Description

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| Role Title | Teacher of PE |
| Department | PE |
| Role Purpose | <ul style="list-style-type: none"> To teach challenging, well-organised lessons and sequences of lessons in PE across the age and ability range which provide all students with the opportunity to flourish To contribute to improving outcomes for all students To plan for progression in PE across the age and ability range To make effective use of an appropriate range of assessment, monitoring and recording strategies in accordance with school and department policies To evaluate the impact of teaching on the progress of all learners in PE To establish a purposeful and safe learning environment conducive to learning in PE To establish a clear framework for positive classroom management based upon appropriate implementation of department and whole school policies To work collaboratively within the department and across the school To teach a second subject if required If you are a teacher who has progressed to the Upper Pay Range, you will be expected to demonstrate the UPR expectations as stated in the Teacher Standards |
| Reporting To | Subject Leader of PE |
| Working Time | Full Time as specified within the STPCD |
| Salary/Grade | Classroom Teachers' Pay Scale |
| Disclosure Level | Enhanced |

Organisation



Accountabilities

| Accountability | Expectations |
|---|---|
| Safeguarding, Student Safety and Wellbeing | <ul style="list-style-type: none"> Be fully committed to safeguarding and promoting the welfare of children Undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. To attend all Safeguarding and Child Protection statutory training as required Adhere to Safeguarding policies and procedures and the Staff Code of Conduct, upholding professional standards at all times Demonstrate empathy and kindness towards students and fellow staff |
| Teaching and Learning | <ul style="list-style-type: none"> Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners Plan for progression, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge Design opportunities for learners to develop their literacy, numeracy and ICT skills Plan homework and other out-of-class work to sustain learners' progress and to extend and consolidate their learning |

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| | <ul style="list-style-type: none"> • Teach lessons and sequences of lessons which: <ul style="list-style-type: none"> ○ use a range of teaching strategies and resources ○ are adapted to suit the learner and take practical account of diversity and promote equality and inclusion ○ build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives ○ introduce new ideas and concepts clearly, and make effective use of explanations, questions, discussions and plenaries ○ demonstrate the ability to manage the learning of individuals, groups and whole classes • Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary • Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts • Establish a clear framework for classroom discipline in line with the school's behaviour policy to manage learners' behaviour constructively and promote their self-control and independence • Ensure the effective/efficient deployment of classroom support staff |
| Assessment and Monitoring | <ul style="list-style-type: none"> • Know the assessment requirements and arrangements for the subject/curriculum area(s), including those relating to public examinations and qualifications. Students follow the AQA GCSE curriculum. • Utilise a range of approaches to assessment, with an emphasis on regular formative assessment • Use local and national statistical information to evaluate the effectiveness of teaching, to monitor learners' progress and to raise levels of attainment • Assess the specific needs of learners in order to set challenging and appropriate learning objectives • Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development • Support and guide learners to reflect on their own learning, identifying the progress they have made and their emerging learning needs |
| Subject and Curriculum | <ul style="list-style-type: none"> • Demonstrate a secure knowledge and understanding of the subject/curriculum area and related pedagogy • Know and understand the relevant statutory and non-statutory curricula and frameworks • Plan and deliver extra-curricular opportunities for students to enhance their learning in the subject |
| Operational/ Strategic Planning | <ul style="list-style-type: none"> • Assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies within the department • Contribute to the departments's development plan and its implementation • Contribute to whole school planning activities • If you are a teacher who has successfully passed through Threshold, you will tutor/coach Pre-Threshold Classroom Teachers as directed by your Line Manager/SLT. |
| Professional Development | <ul style="list-style-type: none"> • Take part in the school's staff development programme by participating in arrangements for further training and professional development • Continue personal development in relevant areas including subject knowledge and teaching methods • Engage actively in the Performance Management Review process |
| Quality Assurance | <ul style="list-style-type: none"> • 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. • 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 | <ul style="list-style-type: none"> • Maintain appropriate records and provide relevant accurate and up-to-date information for assessment, registers, etc. |
| Communications | <ul style="list-style-type: none"> • Communicate effectively with the parents of students as appropriate • Where appropriate, communicate and co-operate with persons or bodies outside the school • Follow agreed policies for communications in the school |
| Marketing and Liaison | <ul style="list-style-type: none"> • Take part in marketing and liaison activities such as open evenings, parents evenings and liaison events with partner schools • Contribute to the development of effective subject links with external agencies |
| Management of Resources | <ul style="list-style-type: none"> • To assist the Subject Leader 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 students |
| Tutorial System: | <ul style="list-style-type: none"> • Be a tutor to an assigned group of students • Promote the general progress and wellbeing of individual students and of the tutor group as a whole • Liaise with the Director of Progress to ensure the implementation of school and house policies and procedures • Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • Deliver and contribute to the PSHCE and tutorial programme |

Other:

In addition to the above we expect all staff to adhere to all school policies, attend and participate in staff meetings as required and make your own contribution to the community life of the school. Employees are expected to be courteous to colleagues and welcoming to all, in person, on the telephone or in written correspondence.

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 manager to undertake work of a similar level that is not specified in this job description. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the school.

Frogmore Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Frogmore Community College 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.



Teacher of PE - Person Specification

| Key: App – Application Form Ref – Reference SP – Selection process. This could include a range of exercises, including an interview. | | |
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| QUALIFICATIONS | | |
| | | How Identified |
| Graduate | Essential | App/Checking at interview |
| Qualified Teacher Status or other educational qualification | Essential | App/Checking at interview |
| Commitment to further professional development | Essential | App |
| Further qualification in a related area | Desirable | App |
| EXPERIENCE, KNOWLEDGE AND SKILLS | | |
| Consistently good or better classroom practice | Essential | App/SP/Ref |
| Ability to motivate and inspire pupils | Essential | App/SP/Ref |
| Experience of teaching across the ability range at KS3 and KS4 | Essential | App/SP/Ref |
| Strong subject knowledge in PE, including GCSE requirements | Essential | App/SP/Ref |
| Effective behaviour and classroom management | Essential | App/SP/Ref |
| Ability to use ICT to support teaching and learning in PE | Essential | App/SP/Ref |
| Experience of delivering extra-curricular opportunities in PE | Essential | App/SP |
| Ability and willingness to teach a second subject | Essential | App/SP |
| PERSONAL & PROFESSIONAL QUALITIES | | |
| Self-Awareness: Emotional self-awareness; accurate self-assessment | Essential | SP |
| Social Awareness: Emotional intelligence; organisational awareness; understanding of appropriate professional behaviours in self and others; excellent presentation and communication skills | Essential | SP |
| Self-management: Emotional self-control; transparency; adaptability; resilience; initiative; optimism | Essential | SP |
| Relationship Management: Leadership potential; sense of humour; conflict management; team work and collaboration; warmth | Essential | SP |
| SPECIAL WORKING CONDITIONS | | |
| School operates a no smoking policy | Essential | SP |
| To attend any training as deemed appropriate | Essential | SP |
| Agreement to the Governing Body undertaking a Disclosure & Barring Service check | Essential | SP |
| Experience of and commitment to effective inclusion and safeguarding strategies and practices | Essential | SP |
| Work in ways that promote equality of opportunity, participation, diversity and responsibility | Essential | SP |



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