

Bishop Justus CE School

www.bishopjustus.bromley.sch.uk

Application Pack

Teacher of PE – Full Time/Part Time

Required: September 2025





Teacher of PE – Full Time/Part Time

Bishop Justus is seeking to appoint an enthusiastic, energetic and adaptable Teacher of PE, who can demonstrate excellent subject knowledge. We are driven by a pursuit of high academic standards regardless of background and a desire for all students to experience an exceptional education. We are open to applications from experienced teachers or ambitious newcomers.

Our ideal candidate will:

- Be an excellent Teacher of PE;
- Have a love of the subject and desire and ability to convey this to students;
- Be enthusiastic, energetic and open to innovation;
- Possess effective communication skills and be emotionally intelligent;
- Possess effective ICT skills and be open to new uses of technology in the workplace;
- Be committed to extra-curricular activities including lunch time activities;
- Be committed to continuing professional learning;
- Have integrity, optimism and a good sense of humour;
- Hold a good honours degree along with qualified teacher status.

In return, we offer:

- A happy community committed to the professional development of all colleagues;
- A distinctive local context ensuring we place inclusivity at the heart of all we do;
- A skilled and experienced team of teachers and other professionals;
- A motivated leadership team leading rapid improvement to the students' life chances;
- A school in which the students are enthusiastic, engaging and thoughtful.

We would be pleased to welcome you for an informal visit prior to application.

We are committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.



THE APPLICATION PROCESS AND TIMETABLE

CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- **Closing date for applications:** 24th June 2025 - noon

SHORT LISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

INTERVIEWS

Candidates will be invited for interview.

- **Interviews:** 30th June 2025

APPOINTMENT

All candidates will be contacted following interview.

- **Appointment to commence:** September 2025

APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to recruitment@bishopjustus.bromley.sch.uk.

Please note a signed copy of your application form will be required prior to interview.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates will have their references taken-up before any interview.

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JOB DESCRIPTION

DETAILS

Job Title: Teacher of PE

Grade: MPS/UPS

Hours: Full Time or Part Time (Part time must be a minimum of 3 days)

Accountable to: Subject Leader

THE ROLE

To provide outstanding teaching and learning of Teacher of PE to secure high attainment of students. To collaborate effectively with colleagues to design and deliver an engaging curriculum.

CURRICULUM

- Plan and prepare lessons and resource materials that lead to an appropriately differentiated curriculum to meet the needs of all students.
- Ensure that department POS is followed and that work is planned well in advance of delivery.
- Ensure that the progress and achievements of each student is monitored and recorded. Overseeing details of individual and group assessments with reports, references being provided as necessary to agreed deadlines.
- Take account of students' prior levels of attainment and use them to set future targets.
- Set and monitor homework assignments regularly in accordance with school policy.
- Monitor and assess student achievement in accord with school policy.
- Ensure that students are entered for appropriate examinations consistent with their achievements to date and their potential.
- Prepare constructive and developmental reports for parents, attending relevant parents' evenings and meeting parents at other times necessary for ensuring maximum student achievement.
- Maintain data files (e.g. mark books and registers) to a high standard making them available for regular review by curriculum/subject leaders.
- Differentiate work to meet individual needs and to promote equal opportunities.
- Set appropriate and challenging work for all pupils.
- Identify and work appropriately with 'special educational needs' students and 'gifted and talented' students.
- Communicate effectively with form tutors, Year Coordinators, parents, department heads and senior staff as appropriate, in order to maximize the opportunities for effective learning to take place.
- Set work when required for absent pupils.
- Establish a purposeful working atmosphere during all learning activities.

STUDENTS

- Ensure the safety and welfare of the students is accorded top priority in the planning and delivery of each lesson.
- Ensure that any sanctions imposed are in accordance with school policy.
- Ensure that each lesson begins and ends punctually and that students are properly supervised at all times.
- Maintain good discipline by following the school's pupil disciplinary policies and procedures.



- Ensure that students' work is marked, corrected and returned promptly. Provide constructive comments and feedback as appropriate, promoting high standards of content and presentation in accordance with appropriate departmental criteria.
- Monitor any concerns with student achievement and take the appropriate action.

STAFF

- Work in line with whole staff and departmental policies.
- Support ECT work in the department or year team as appropriate.
- Welcome, support and encourage new members of the department/year team.
- Share new ideas and suggestions, reflect on good practice and be involved in lesson/task observation to improve professional practice.
- Produce evaluation reports of all inset attended.
- Participate in departmental reviews, work with external consultants to develop departmental practice.

RESOURCES

- Create and maintain a classroom that is a pleasant, tidy and well organised working environment.
- Promote the use of display of students work and use display as a means of encouraging students, celebrating success and raising levels of achievement.
- Ensure that books, equipment and other resources are properly cared for and that their use is effectively controlled and efficiently organised.
- Take care of equipment and furniture with any damage or defects to fabric or equipment are reported to the Site Superintendent or Curriculum/Subject Leader as appropriate.

OTHER DUTIES

- Attend staff meetings, scheduled inset activities and workshops as published.
- Work in support of whole school, departmental and year group development plans.
- Support whole school activities that benefits the whole community (e.g. concerts, open evenings, sports events etc.)
- Take time to read notices, keep to deadlines and carry out duties to the best of your ability.

ROLE OF THE TUTOR

- Monitor absences, lateness and uniform and maintain accurate details of attendance in accordance with school policy.
- Monitor student planners on a regular basis.
- Ensure that tutorial programmes are planned, recorded and are in accordance with the programme of study provided by the Learning Director.
- Complete individual reports for parents and maintain regular contact.
- Promote students' achievements using praise and rewards effectively in line with school policy.
- Maintain effective communication with students and their parents, and with subject teachers, Learning Directors, Assistant Head, and senior staff as necessary.
- Assist Learning Directors and Assistant Head in the organization of year activities and events.
- Ensure that students new to the school are properly inducted.



FLOURISHING PEOPLE AND PROFESSIONAL DEVELOPMENT

Once your probation period is completed successfully, you will transfer to the Aquinas Trust “Flourishing people CPLD cycle.” This will involve:

- Self-evaluation
- Development goal setting
- Termly check in’s

Along with this work you will, with the support of your appraiser, you have the opportunity to “Research, Train and have a go” – this would be a project that you can complete about an area of education you are interested in.

At Bishop Justus School staff are expected to work in line with the school's Ethos.

Responsibilities are likely to change over time and you will be expected to perform duties of a similar nature such as the Headteacher may reasonably require



PERSON SPECIFICATION

TEACHER OF PE

| [a] TRAINING AND QUALIFICATIONS | Essential or Desirable |
|--|------------------------|
| Qualified Teacher Status | E |
| Degree or equivalent | E |
| Commitment to professional learning activities | E |

| [b] LEADERSHIP COMPETENCIES | Essential or Desirable |
|--|------------------------|
| Have high expectations of themselves and their students | E |
| Hold positive values and attitudes, and adopt high standards of behaviour in their professional role | E |
| Have commitment to ensure every student achieves their full educational potential | E |
| Use student data to inform progress and attainment | E |
| Have a commitment to progress and enthusiasm for learning | E |
| Have diligence, drive and focus to boost standards | E |
| Have high quality organisational and communication skills | E |
| Have a commitment to collaboration and co-operative working | E |
| Demonstrate exemplary professional and personal standards in all their actions | E |
| Be able to establish fair, respectful, trusting, supportive and constructive relationships with students | E |
| Have the ability to inform, advise and guide students to ensure progression | E |
| Know how to make effective personalised provision for those they teach, including those who have SEN, disabilities, or English as an additional language | E |

| [c] EXPERIENCE OF TEACHING | Essential or Desirable |
|------------------------------------|------------------------|
| In a secondary school | D |
| As a highly effective practitioner | E |

| [d] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | Essential or Desirable |
|---|------------------------|
| Excellent, secure knowledge of their subject and related pedagogy | E |
| Good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies | E |
| Skills in literacy, numeracy and ICT to support their teaching and wider professional activities | E |
| A range of approaches to assessment, including the importance of formative assessment | E |



| | |
|---|---|
| Assessment requirements and arrangements for the subjects they teach, including public exams and qualifications | D |
| How to make effective personalised provision for those they teach | E |
| Up-to-date safeguarding procedures, and the ability to identify and support students as | D |

| [e] PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES | Essential or Desirable |
|---|-------------------------------|
| Inspire, challenge and motivate colleagues and students towards a shared vision | E |
| Teach challenging and well organised lessons across the age and ability range | E |
| Promote and maintain effective relationships | D |
| Prioritise, plan and organise self and others | E |
| Think creatively in order to anticipate and solve problems | D |
| Listen to and reflect positively on feedback | D |
| Demonstrate an ability to communicate to a range of audiences | D |
| Willing to be flexible to meet the needs of the college | E |
| Lead assemblies or collective worship | D |

| [f] CONFIDENTIAL REFERENCES AND REPORTS | Essential or Desirable |
|---|-------------------------------|
| A positive recommendation from current Headteacher or employer | E |
| A supportive reference from one other source | E |
| Enhanced DBS check undertaken and acceptable to the Headteacher | E |



Benefits of Working with Aquinas



Aquinas is committed to national and local agreements affecting employment as contained in the Burgundy Book (Conditions of Service) for teachers and Green Book (National Joint Council) for teachers unless superseded by statute or revised editions, or by local provisions.

Aquinas is also committed to staff professional development - The Aquinas Flourishing People: Continued Professional Learning and Development (CPLD) cycle involves Self Evaluation, Development Goal Setting and Termly Check-ins. Alongside this, staff have the opportunity to 'Research, Train and have a go'.



Lease An Electric Vehicle



We have joined the Octopus Energy Scheme to give you the option of leasing an electric vehicle. Provided by Octopus, the 'Electric Vehicle Salary Sacrifice scheme' is intended to help colleagues lease an electric car. Available to eligible staff.

Benefits through Enjoy Benefits



Cycle to Work Scheme

- Save up to 42% on the price of a new bike and save money and stay fit.

Technology Benefit

- Access to the latest gadgets with payments that are spread interest free across 12 months.



Blue Light Card

Blue Light Card now welcomes teachers and support staff to its list of eligible services. For just £4.99, members of the Blue Light community can register for 2-years & access thousands of amazing discounts online and on the high street.



Looking After Your Wellbeing

Provided by Health Assured, our 'Employee Assistance Programme' is intended to help colleagues deal with personal problems that might adversely impact work performance, health and well-being. Typically support may include assessment, counselling and referral for individuals or their family.

