



HASTINGS HIGH SCHOOL

PE Teacher (1 Year Fixed Term Contract)

Salary: MPS – 0.4 (with potential for full time until October half term)

To start: 23rd August 2023

Application Deadline: ASAP

Interview date: Week commencing - ASAP





HASTINGS HIGH SCHOOL

Care and Excellence for All

June 2023

Teacher of PE

Thank you for your interest in this post. This is a 0.4 part time position on a 1 year fixed term contract, beginning in late August 2023. There is an opportunity to work full time until October half term.

The school was judged 'Good' at our last Ofsted inspection. We are committed to further improvement to ensure that we provide "Care and Excellence for All".

Although the last few years have been very different we have a record of strong results and last year achieved a progress 8 score of 0.63. Our predictions for the future year groups are that they will exceed this. These continuing improvements are down to our focus on the basics; an orderly climate for learning, engaging teaching and building positive relationships with all stakeholders.

We have a comprehensive induction programme for new staff to help you settle in and provide very high levels of support. We are a school which strives to bring out the best in our staff by investing heavily in staff development and wellbeing. This post would be suitable for an ECT, or a more experienced candidate.

We have included some information about the school with this letter and also the requirements of the post. If you would like to apply, please include a short letter of application (no more than 2 sides of A4 in font size 11) to support your completed application form. Send your completed application to Mrs. Sarah Brown SarahBrown@hastings.leics.sch.uk.

There is no closing date and interviews will be conducted as suitable applications are received.

Should you require any further information about Hastings, please visit our website at www.hastings.school or contact our HR administrator, Mrs. Sarah Brown, who will endeavour to answer your questions. We are also always happy to show prospective candidates around if you would find that helpful. We are proud of our school and enjoy showing it off!

The school takes its safeguarding and child protection responsibilities very seriously and the post will be subject to an enhanced DBS clearance, agreeing to our E-safety policy, two supportive written references and a pre-employment medical health check.

We very much hope you will apply and look forward to receiving your application.

Yours sincerely

Claire Bradley

Steve Shipman

Co-Headteachers



HASTINGS HIGH SCHOOL

Care and Excellence for All



OUR HASTINGS FAMILY

Hastings High School opened in 1956 and is an oversubscribed, very high achieving community school within Burbage. We became an Academy in July 2013, expanding to become an 11-16 school, and our first ever Year 11 took their exams in 2017.

We pride ourselves on our school values, we think they are summed up by the following pupil quotes;

A LEARNING COMMUNITY – “Hastings is an amazing community of pupil’s and teachers who work together in striving for excellence”.

High quality teaching and learning is central to our mission. One of our most valuable assets is our talented and dedicated team of highly qualified teaching and support staff. Our values lead to a highly productive working environment founded upon mutual respect.

We work hard to develop and maintain excellent relationships with the families of our pupils to ensure care and excellence for all.

We are working hard to build relationships with community outside of the school gates in order to give our Hastings family the best possible opportunities.



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AMBITION FOR ALL – “Hastings have helped me become ambitious and try harder in lessons. They have helped me to become more motivated and want to do better and succeed”

Our pupils achieve exceptionally high results which are “significantly higher than national averages” (OFSTED) and demonstrate the continuing high standards which are being achieved by all of our children.

Pupils get opportunities both inside and outside of the classroom. We don't just measure success in grades, the personal progress of all pupils, is central to what we do as a school.

We work hard to ensure that all of our pupils, when they leave, are set up for the next stage of their education, be that at college, through an apprenticeship or vocational qualifications.

DEVELOPING RESPONSIBILITY – “Hastings High School is education for all. Provides knowledge for all. An amazing school for all”

We teach our pupils how to both behave and take responsibility for themselves. The behaviour of our pupils is “outstanding” (OFSTED). Visitors to the school and new staff often comment on how polite, hardworking and friendly our pupils are, demonstrating our values in everything that they do.

We have an active pupil leadership team led by two head pupils, deputies and the Student Council with representatives across all year groups.

Pupils have the chance to present ideas to improve the school through regular Butterfly Meetings where they present their idea to the leadership team and then are involved in bringing those ideas to fruition.

AN ENRICHING CURRICULUM – “Hastings an amazing school that has opened up my mind and taught me things that I never knew existed”

Great qualifications are important but Hastings is about much more than that. We have an outstanding curriculum which provides “an extensive extra-curricular programme which ensures that pupils’ experiences are rich and varied.” (Ofsted).

We provide many opportunities for pupils to showcase their talents and try something new. Such as: Maths Challenge, the Great Debate, STEM competitions and community events.

SELF DEVELOPMENT – “Hastings values have shaped how I have grown as a person”

We promote the traditional values of doing one's best, striving to succeed, the importance of good behaviour and manners and the need to show respect for others. "Relationships between staff and pupils are very positive. Staff are strong role models.” (OFSTED).

Our personal development programme revolves around our Hastings CARES award that is delivered through specialised character education lessons and using ad-hoc drop down days. By arranging our personal development curriculum in this way, we have been able to bring in outside experts to enrich the curriculum and our own staff have been able to specialise in their chosen topics.

Topics covered include health & wellbeing, debating skills, current affairs, careers, relationships education, first aid and learning to learn.

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PRINCIPAL RESPONSIBILITY AREAS

All employees of Hastings High School are expected to:

- Live and breathe the school's CARES values so that they act as role models for our pupils and hold themselves and each other to high standards.

Community: to demonstrate a collaborative, team working approach so that we can instill a sense of belonging to something that is greater than any one individual – the Hastings Family.

Ambition: to believe that every pupil deserves to be given the opportunity and the tools so that they may become the best version of themselves.

Responsibility: for personal professional growth and development, keeping up-to-date with national research and engaging with professional organisations.

Enriching: a commitment to helping our young people develop existing interests and try something new which will shape experiences and memories that will stay with them for life.

Self-development: demonstrates the capacity to be a self-reflective leader and practitioner and treats feedback as an opportunity to become even better.

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HASTINGS HIGH SCHOOL
AN 11-16 ACADEMY

Staff Wellbeing and Work-Life Balance



We recognise that our ambition to be +1 can only be achieved when staff wellbeing is high. Our aim is to create a culture that empowers individuals to take responsibility for their own wellbeing and care for each other. We believe that if we all play our part in getting wellbeing right, then we will get it right for every member of our Hastings Family.

A commitment to quality workload 	Collegial culture 
Three data drops per school year and one staff meeting per week	Hastings Family and CAREs values informs culture and ethos
Department led policies for marking and feedback	Staff Wellbeing Champion and an Adult Mental Health Workplace Responder and First Aider
Sensible turnaround times e.g. mock exams	Regular opportunities to meet as a team
SDP takes into account impact on workload	Scheduled opportunities to share good practice
Virtual parents' evenings by popular demand	Staff room (tea, coffee and hot chocolate on tap!) and a Community Box
Digital Communications Policy	Staff treats and raffle –Christmas and Easter
Workload reduction kit used to inform school calendar	Buddy system
Centralised detentions for behaviour and homework	Staff social events
Individual directed time statements	Regular line management meetings
No more than 84% contact time for teachers	Occupational health and welfare service (Thrive)
A 'family friendly' Attendance Management policy	SLT Walk and Leadership On Call to check-in rather than check-up
Employ 2 cover supervisors to meet 'rarely cover' requirements and protected PPA	Staff Safe (on the way!)
No 'no leaving site until XX:XX' policy	
Indicators of trust 	An evidence informed approach 
Butterfly suggestions and meetings – everybody can make a difference	Daniel H. Pink – 'Drive, The surprising truth about what motivates us'
Hot Chocolate nominations and praise postcards	Dfe Workload reduction kit
A low staff turnover	Anna Freud: Supporting Staff Wellbeing in Schools
Strong sense of shared purpose (our 'why')	
Regular opportunities for staff voice that is followed up by school leaders and actioned wherever possible	
A commitment to professional development and sharing good practice	
Flexible working and Sabbatical policies	
Opportunities for progression and wider school contributions	



Daniel H. Pink – 'Drive, The surprising truth about what motivates us'

[Dfe Workload reduction kit](#)

[Anna Freud: Supporting Staff Wellbeing in Schools](#)

1. REMEMBER THAT TO-DO LIST WILL NEVER BE COMPLETE - IT'S FINE.
2. GREET EVERYBODY WITH A SMILE TODAY.
3. TAKE TIME OUT TO EAT, NOT AT YOUR DESK.
4. GO HOME EARLY, WHEN THE BELL RINGS, ONCE A WEEK.
5. JOIN IN WITH A STAFF SOCIAL EVENT - ORGANISED OR IMPROMPTU.

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THE PHYSICAL EDUCATION DEPARTMENT

The PE Department is a well organised and mutually supportive team of 4 specialist staff. The department are forward-thinking, enthusiastic, committed and highly effective. We regularly host trainee teachers from local universities to support their learning.

Pupils are taught in ability groups with each group being taught for 3 hours per fortnight in KS3. They are taught in either single sex or mixed depending on the set. In KS4 students have 2 hours per fortnight of CORE PE. Pupils who opt for sport in KS4 as an option will have either 5 hours of AQA GCSE Physical Education or NCFE Health and Fitness. The department gains strong results with positive progress 8 scores.

The aim of the Department is to ensure that our curriculum caters for all levels of achievement, to increase the confidence of individuals and to foster an enthusiasm for the subject. We pride ourselves on our pupils' exceptionally high standards, which enable us to build on strong base of sporting ability gained outside of school and within our feeder primary schools.

The department has a gymnasium, fitness room, theory ICT room and use of the school hall. Outside we have excellent fields and 3 sets of tennis/netball courts.

Extra-curricular sport is considered to be a vital element of the PE department. The school has an excellent reputation locally for producing strong teams and gaining success in a wide range of sports. We have excellent links with other local schools, sports clubs and leisure providers.

Further information about the school's Physical Education department can be found on the school website; www.hastings.school



HASTINGS HIGH SCHOOL

PERSONNEL SPECIFICATION – TEACHER OF PE

Criteria	Essential	Desirable	Evidence
A Learning Community	<p>Proven ability to engage with and command respect with colleagues, pupils and parents.</p> <p>Evidence of commitment to our main aim of providing "Care and Excellence for All".</p>	Use of ICT for own administration and record keeping.	Letter / Interview
Ambition For All	<p>Evidence of consistently strong performance in current role including a track record of academic success.</p> <p>Knowledge of the relevant National Curriculum requirements.</p> <p>An interest in and passion for the teaching of PE</p>		Letter / Interview
Developing Responsibility	<p>Excellent attendance and punctuality record.</p> <p>Evidence of knowledge relating to current child protection procedures.</p> <p>Committed to safeguarding and promoting the welfare of our pupils.</p>	Experience of delivering whole school CPD.	Letter / Interview
An Enriching Curriculum	<p>Understanding the importance of the extra-curricular dimension of our school.</p> <p>Willingness to contribute to our enrichment programme, including enrichment week.</p>	Extra-curricular experience.	Letter / Interview
Self-Development	<p>Clear evidence of commitment to continuing professional and personal development.</p> <p>Ability to self-motivate and accurately evaluate own performance.</p> <p>Evidence of a sense of humour, enthusiasm and commitment.</p> <p>Good communication skills.</p>		Letter / Interview



HASTINGS HIGH SCHOOL

JOB TITLE
TEACHER OF PE
JOB SUMMARY:
To exercise responsibility for the teaching, care, control and guidance of pupils in their lessons in accordance with national legislation and school policy and practice.
OBJECTIVES
<ul style="list-style-type: none">• To continuously raise standards of pupil achievement in your classes• To foster enjoyment and satisfaction in the participation of learning by pupils• To deliver well prepared lessons that meet the needs of the class and national curriculum content
PRINCIPAL RESPONSIBILITY AREAS
<ul style="list-style-type: none">A. TeachingB. Pupil AchievementC. Individual NeedsD. Miscellaneous
A: TEACHING
<ul style="list-style-type: none">• To use and implement subject/department curriculum policies and in co-operation with colleagues, work toward the achievement of the school's goals and targets within the subject area.• To set and mark homework as per homework timetable and encourage the use of planners, Google Classroom, MyOn, Accelerated Reader and SENECA.• To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you, expecting the highest possible standard for each pupil. This includes responsibility for pupils identified in the Code of Practice and responsibility for liaising with learning support staff to ensure the needs of all children with SEN are met within the SEN Code of Practice.• To communicate and consult with the parents of pupils when appropriate and to communicate and co-operate with persons or bodies outside the school when appropriate, taking account of any departmental or school policy.• To participate in meetings as determined in the school and departmental meeting cycles.• To participate in the arrangements made for professional development, review and appraisal.• To participate in staff training and development activities as required.• To ensure that, whenever possible, appropriate work is set to cover absence. This should always be done when absence is known in advance.
B: PUPIL ACHIEVEMENT
<ul style="list-style-type: none">• To develop appropriate learning experiences for each group using a variety of teaching styles (keeping abreast of current developments) and maintaining the level of discipline essential for learning to take place.• To assess, record and report on the development, progress and attainment of those pupils for which you have a responsibility in accordance with any agreed departmental and school policies, providing or contributing to oral and written reports as required.• To attend Progress Evenings as required.

- To report on pupils' progress as required, in line with reporting procedures and time frames.

C: INDIVIDUAL NEEDS

- To teach pupils according to their individual educational needs, including provision for pupils with Special Educational Needs; ensuring that pupils' work is regularly monitored, marked and recorded, in accordance with department and school assessment policies.
- To maintain, record and mark books as required (including electronically).
- To advise the Head of Department on recommendations for changes of group/set, as and when appropriate.
- To advise and co-operate with the Head of Department on the preparation and development of courses of study, meeting N.C. requirements, teaching materials, teaching programmes, methods of teaching and assessment arrangements.
- To contribute to EHCP review meetings.
- To ensure that the school's Child Protection Policy is followed at all times and any safeguarding issues are immediately reported following the school's safeguarding procedures.

D: MISCELLANEOUS

- To oversee the general tidiness and condition of furniture and fabric of, and equipment in, the teaching base, including where appropriate the display of pupils' work, thus creating an environment conducive to learning (reporting to the Site Team any issues of health and safety or damage requiring repairs).
- To carry out the duties placed on employees by the Health and Safety at Work Act 1974.
- To adhere to all policies relating to Health and Safety as determined by the school's Governing Board

Please note that these responsibilities are indicative rather than exhaustive. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.



HASTINGS HIGH SCHOOL

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LOCATION AND CONTACT DETAILS

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Reception

