

Teacher of PE at Atlantic Academy Portland

Salary range: MPS

Teacher of PE- ideally with a second subject

Job Description

The Teacher of PE is directly accountable to the Subject Co-Ordinator in charge of PE, and is an integral part of a small successful PE team. The Teacher of PE will contribute to the effective day to day operation of the PE Department, and its ongoing success, delivering PE across the academy. The PE Teacher should support the Subject Co-ordinator as an excellent practitioner, committed to a high quality knowledge based PE Curriculum. Main aspects of the role:

- Carry forward the Aspirations Academies Trust vision;
- Support the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of their practice.
- Deliver high quality PE lessons and support the culture of excellence and challenge.

Purpose:

- To support the raising standards of student attainment and achievement within the subject area and to monitor and support student progress.
- To be accountable for student progress and development within their classes.
- To engage in a full programme of continued professional development.
- To contribute to the development of the subject area.
- To encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To help to raise the aspirations of students in the subject and in the School.

Responsible for:

- Students within their subject area and their tutor group.

Operational and Strategic duties:

- To support the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject area.
- To actively monitor and follow up student progress.
- To attend all appropriate meetings.
- To have an awareness in their practice that fully reflects the distinctive philosophy of the Aspirations Academies Trust.
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore

liaising with the Academy's Health and Safety Manager

Curriculum Duties:

- To liaise with the Subject Co-ordinator to help deliver an appropriate, comprehensive and high quality curriculum programme that complements the vision of the Academy.
- To keep up-to-date with national developments in the subject area and teaching practice and methodology.

Student Support Duties:

- To support the overall progress and development of students within the subject area.
- To implement the Academy policy on rewards.
- To ensure the Behaviour Management system is implemented in their classes so that effective learning can take place.

Teaching Duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

Other Duties:

- To undertake whole Academy duties as outlined in targets set for Heads of School each year.
- To adhere to the Academy's Dress Code
- To engage actively in the performance review process.
- To continue personal development as agreed at appraisal.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Principal not mentioned in the above.
- To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.
- To show a record of excellent attendance and punctuality.

General:

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 Academy 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.

Person Specification

Assessed by application (A)

Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
Qualified Teacher Status	A	
Professional Experience		
Successful teaching experience up to and including A Level and level 3 courses.		A,R
Evidence of team work and supporting colleagues effectively	A,R	
Experience of successful organisation and administration.	A,R	
Experience of being involved in raising levels of student attainment.	A,R	
Teaching and Learning		



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Knowledge of curriculum developments related to the post	A,R	
Ability to communicate effectively with different audiences, orally and in writing.	A,R	
Ability to use recent developments to inform own and others' practice.	A, R	
Good ICT skills	A,R	
Good understanding of how children learn and how to raise standards of achievement	A,R	
Ability to interpret and act on a wide range of key data.	A,R	
Good organisational skills.	A,R	
The ability to successfully build teams and motivate others.		A,R
To support the continuing professional development of colleagues.	A, R	
Leadership		
Effective team member and leader.	A,R	
High expectations for accountability and consistency.	A,R	
Genuine passion and a belief in the potential of every student	A,R	
Motivation to continually improve standards and achieve excellence	A,R	



Disposition/Attitude		
A passion for education and making a difference.	A,R	
Vision and the ability to implement it.	A,R	
Ability to work as a member of a team.	A,R	
The ability to command respect from colleagues, parents, governors and the local community.	A,R	
Excellent attendance and punctuality record.	A,R	
Energy, enthusiasm, commitment, integrity, good sense of humour.	R	
Prepared to listen to others and share ideas.	R	
Developing successful relationships with pupils, staff, parents and Governors.	A,R	
Work well under pressure.	R	
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies.	A,R	
Potential and ambition to pursue further promotions.	A, R	
An Aspirations Academy		
Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies	R	
Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement	R	



The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.



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