T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**THREE RIVERS ACADEMY**

**JOB PROFILE – SUBJECT TEACHER**

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| **Job Title:** | Teacher of PE with Science & Maths |
| **Reporting to:** | Head of Faculty |
| **Salary:** | MPS/UPS |
| **Start date:** | April 2023 or ear;oer |
| **Job Purpose:** | * To provide high-quality teaching and learning that supports students to make as much progress as possible * To work as part of a team and participate in activities that support the improvement priorities of the school * To maintain consistently the Teacher Standards |
| **Key accountabilities** |  |
| * To plan and teach high quality lessons to support students in making good or outstanding progress * To set clear targets for students’ learning, building on prior attainment and considering each student as an individual * To assess student work and progress giving regular feedback in line with school policy * To follow and contribute to schemes of work * To report on student progress in line with school policy and to ensure that students are thoroughly prepared for examinations * To maintain a stimulating, engaging and safe learning environment * To attend parent / information evenings as required * To respond to parental concerns / requests for information in line with school policy * To contribute to the wider life of the school, including whole-school routines and duties * To take responsibility for your own professional development and engage with performance management activity | |

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| **Subject Specific Information** |
| The **Physical Education** **Department** at Three Rivers Academy aims to ensure every pupil has the opportunity to participate in high quality sport and PE both within curriculum time and during extra-curricular hours. All pupils will be challenged not only to improve their practical abilities and fitness levels but will also be encouraged to develop their personal and social skills leading to lifelong participation in sport.  We are one of the strongest performing subjects within the school achieving a KS4 residual performance of 1.83 and a 0.96 P8 score. At KS5 60% of our students achieved the highest possible grade in the Cambridge Technical in Sport course last academic year.  The PE department currently consists of 8 PE teachers (5 males and 3 females) and is recognised as one of the lead departments in terms of effective teaching and learning. This is a very exciting time for the PE department in our new building where we are fortunate to possess one of the best sporting facilities in the area, including: a large sports hall (6 badminton/several basketball courts), a full size floodlit 3G artificial pitch and netball courts (6 outdoor tennis courts in the summer), a well-equipped fitness suite, a state of the art dance studio, indoor activity area and extensive playing fields with rugby and football pitches.  At Key Stage 3 and 4 all students are taught in single sex, set ability groups for two 60-minute periods per week.  Currently all aspects of the National Curriculum are taught in a broad balanced curriculum. Students have the opportunity to follow a number of accredited courses in KS4 including Edexcel GCSE PE, Cambridge National Sports and Exercise Science Level 2 and AQA GCSE Dance.  Finally, at KS5 pupils have the opportunity to further their studies by opting to complete a Level 3 Cambridge Technical Sports qualification.  The PE department also has the additional provision of a Basketball Academy (Surrey Scorchers) and a Football Academy (Elite Sporting Provision), who provide our talented KS5 students the unique opportunity to receive high-level coaching and competition alongside their studies. This provision is also extended to KS3 and 4 students through the academies extra-curricular involvement.  Three Rivers Academy has a strong tradition of extra-curricular activities with our main focus being football, rugby, basketball and netball in the winter and cricket, rounders and athletics in the summer.  We also offer a wide range of extra-curricular activities including dance, badminton, dodgeball, table tennis, softball, tennis and fitness. In previous years students have reached District, County and National levels of performance in a wide range of sports.  The **Science Faculty** at Three Rivers Academy are a team of 9 dedicated and committed teachers who deliver the curriculum at all three key stages, using schemes of work that have been developed both as a department and across other Secondary Schools within the Partnership. The science area currently comprises of 9 specialist science labs (with access to a further 3), equipped with display screens and each full-time Science teacher is currently allocated to a specific lab. The area also has access to break out computer areas close by. There are 3 full-time technicians that effectively service all the practical needs for the department. We are seeking an inspiring, engaging and enthusiastic practitioner of science to be part of our dedicated and hard-working team.  Key Stage 3 and 4  All students are taught in a two-year KS3 programme with detailed schemes of work, including PowerPoints, interactive resources and clear lesson routes. These are reviewed and revised as a team regularly to reflect the changing world we are in and encourage independence and creativity. Progress in Science is embedded within schemes of work utilising the new KS3 National Curriculum to prepare and develop the skills for our students to enter the three-year AQA GCSE programme prepared to achieve. The GCSE areas of Biology, Chemistry and Physics are delivered as much as possible by subject specialists and we offer Separate Sciences for those with aptitude and ability. We provide a range of STEM activities including science clubs, competitions and trips, throughout the year, to further support the learning and understanding of science in real-world contexts.  Key Stage 5  We offer A levels in Biology, Chemistry and Physics. The AQA specification is followed for both the Biology and Physics courses and OCR A for Chemistry. We will be offering Level 3 Applied Science in the near future, to provide a vocational qualification designed to give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. Our KS5 teams are experienced practitioners and share ideas around pedagogy regularly to ensure we always strive for excellence. We are well resourced both within the department and across the partnership to support our students in their progress. We encourage students to take responsibility and ownership for their learning path and prepare them for the world of work, apprenticeships or University beyond.  The **Mathematics Faculty** at Three Rivers Academy are a team of dedicated and enthusiastic teachers who deliver the curriculum at all three key stages. Our mathematics teachers aim to help each student achieve their full potential in the subject, stretching the most able as well as supporting lower attaining students. All students, irrespective of ability are encouraged to appreciate the application of mathematics in the ‘real world’ in order to develop their global citizenship.    Key Stage 3 and 4  All students are taught in groups appropriate to their progress, with detailed Mastery schemes of work, resources and sequence plans. These schemes are regularly reviewed and revised to incorporate changing specifications, cross-curricular links and varying cohort needs. Fluency between topics is assessed by interleaved assessments at the end of each half term in both key stages. At KS4 we also follow a Mastery scheme of work adhering to the Edexcel exam board, where sequences of lessons allow plenty of time to teach, consolidate and enrich the GCSE curriculum.  Key Stage 5  Mathematics and Further Mathematics are popular and successful at Key Stage 5. Our schemes of work follow Edexcel exam board and enables our students to transition confidently between key stage 4 and key stage 5. Our key stage 5 Maths lead closely tracks and monitors our students’ progression in order for our students to achieve their potential.   |  | | --- | | We are committed to bringing out the best in our students and welcome ideas from new staff in further developing the Faculty. It is an exciting time to be part of this evolving Faculty in a school with many opportunities for professional development. | |

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| **Additional Information** |
| * Please see our website [www.threeriversacademy.org](http://www.threeriversacademy.org) for more information about our school. * ECTs will have a reduced timetable * The majority of staff will be form tutors * For more information about The Howard Partnership Trust ([www.thehowardpartnership.org](http://www.thehowardpartnership.org)) |

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**PERSON SPECIFICATION – SUBJECT TEACHER**

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| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ✓ |  | Application |
| Relevant specialist qualifications in your subject | ✓ |  | Application |
| Commitment to CPD and improving practice through reflection | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism | ✓ |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  | ✓ | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ✓ |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment | ✓ |  | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures | ✓ |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ✓ |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓ |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ✓ |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ✓ |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ✓ |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ✓ |  | Application / Interview |
| **Values** | | | |
| We are a values-based organisation and seek to recruit individuals who can demonstrate our values.  Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.    **Our values are:**  **Integrity** - displaying honesty and having strong moral principles  **Partnership** - working together and taking collective ownership to achieve the same goals  **Advocacy** - working hard on behalf of others to maximise their success  **Resilience** - finding success again after something difficult or negative has happened  **Compassion** - displaying empathy towards and a desire to help others  **Aspiration** - aiming high to achieve success | | | |

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| **Safeguarding and Further Information** |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment  Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. |