



Application Pack for the position:

Teacher of Physical Education

1st September 2022



The Quality in Careers Standard >>>



Dear Applicant,

Welcome to Durham Sixth Form Centre and thank you for your interest in the advertised post. I hope the following information gives you an insight into our school.

Durham Sixth Form Centre is the largest post-16 school in the North East of England (and 1 of 3 nationally), with approximately 1,800 students on roll. We are situated in the middle of Durham City Centre, a couple of minutes' walk from both the bus and railway stations. Students generally enrol at Durham Sixth Form Centre from over 50 different secondary schools from across County Durham, Sunderland and into Northumberland.

We were inspected by Ofsted on 1st and 2nd March 2017 and are delighted with the outcome. We are an Outstanding post-16 school. Our students have an excellent record of success; they work hard to achieve it.

- Our A level results are above the national average and in the top 12% of schools in England.
- Students' grades and points for A level are above both the County Durham average and national average.
- Students' points and grades for their best 3 A levels are also above the national average.
- Our Applied General results (broad vocational qualifications) are above the national average and in the top third of schools in England.
- Students' grades and points for Applied General are well above the County Durham average and national average.

Our award winning Careers, Progression and Aspirations Team is renowned for their success in supporting students progression achievements into competitive universities, higher and degree apprenticeships and employment; others continue with us into Year 14 completing some level 4 courses.

In 2013 we celebrated our Centenary year. We are housed in a 1913 former Girls' Grammar School which was converted to Sixth Form accommodation in 1983. In addition to the original building there is now a Science Block; a 210 seated Theatre; our Hunter Resource Centre; Visual Arts Centre and Freemans Quay Leisure Centre. In 2019 we expanded further to include our new Digital Media Centre which houses a grab-and-go Café, Conference Facility, TV Studio, small cinema room and additional classroom space.

Through sustained effort, and a clear focus and direction, Durham Sixth Form Centre is a truly embracing and dynamic organisation. We are committed to promoting the principles of equal opportunities and we aspire to an environment where all our students and employees can develop their potential. We have a strong professional development programme and have achieved CPD Mark accreditation, Investors in People Gold and Governor Mark among others. Our most recent Ofsted inspection report said 'The Headteacher and the highly skilled leadership team have established a culture in which students flourish and grow. Consequently, there is a healthy appetite for learning and achievement in an environment that demands high expectations for academic, vocational and personal excellence'.

The school operates according to values which we feel help to determine the culture, ethos and atmosphere of Durham Sixth Form Centre. We value:

- high quality, inspirational teaching and learning;
- excellent support, care and guidance;
- personal and professional integrity;
- ambition and progress for our students, our communities and ourselves.

If you are energetic and passionate about post-16 education and have the skills and aptitude required for the role then we would welcome your application and look forward to hearing from you.

Ellen Beveridge
Headteacher

Dear future colleague,

We hope you are reading this because you are a talented, enthusiastic teacher who is interested in the exciting opportunity that has arisen at our school where if appointed, you will join our successful, ambitious team of colleagues.

Who are we?

We are the Science, Technology and Mathematics Faculty.



Our subjects are interrelated. We work with amazing students who are talented and aspirational and who seek futures at some of the best universities and in arguably some of the toughest professions.

We are one of the three faculties in school, the other two are Arts, English & Business and Human Sciences. We are a hardworking, dedicated team with a vast array of experience and qualifications. We contribute significantly to the overall school outcomes and particularly to the A Level/Academic success.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
A level Value Added	+0.01	+0.15	+0.12	+0.18	+0.20
Academic Value Added	+0.02	+0.16	+0.13	+0.20	+0.23
Applied General Value Added	+0.50	+0.89	+0.81	+0.46	+0.81

Our Faculty consists of the following subjects:

<i>Applied Science: Forensics</i>	<i>Applied Science: Medical</i>	<i>Biology</i>	<i>Chemistry</i>
<i>Computer Science</i>	<i>Geography</i>	<i>Health & Social Care (BTEC)</i>	<i>IT (BTEC)</i>
<i>Mathematical Studies L3</i>	<i>Mathematics</i>	<i>Further Mathematics</i>	<i>Mathematics (GCSE)</i>
<i>Physical Education</i>	<i>Physics</i>	<i>Sport (BTEC)</i>	<i>Sports Academies (Football/Golf)</i>

Many of us are examiners or moderators. Some of us are TLR holders or Senior Leaders. Others either have or are working towards Master Degrees or Doctorates. Some of us are aspiring to Leadership.

What do we want?

We are looking for a highly enthusiastic, proactive person to join our team and to work with our students to ensure they learn, succeed and achieve. We seek a committed individual who is prepared to work hard to continually excel. Someone with a clear understanding of how students learn, regardless of their prior attainment.

What will we do for you?

We will provide the opportunity for you to develop positive and productive working relationships with a diverse team. Working together you will be able to enhance your teaching and learning through further professional development.

Who should apply?

You should only apply for this role if you want to make a difference in a hardworking, ambitious post-16 school where every student really does matter. You should have the ability to work collaboratively and flexibly as part of a skilled team. You should be confident that you have the ability to deliver outstanding teaching and be prepared to go the extra mile.

Kathryn Duffy
Leader of Learning: Science, Technology & Mathematics
Teacher of Biology

A summary of the Sport Department

DSFC continues to be at the forefront of delivering outstanding physical education in the NE. For over 30 years this was mainly at a local level but, due to our successes both academically and practically, we have developed County recognition and more recently national recognition. Bodies such as OFSTED, Sports Leaders UK and the Association of Colleges have told us we are effecting beneficial changes in PE and sport for our students and the local community, and this is highlighted in our 2017 Ofsted report which judged the school to be outstanding in all areas. Collaborative planning at a strategic level is increasing the capacity of the school to improve the quality and quantity of PE and sport.

Our PE department has very successfully fostered outstanding relations between partner organisations, ranging from education establishments, the world of business and sports and leisure operators. This has promoted effective teamwork among all staff both internally and externally. We have unique knowledge and understanding of local and national organisations, the resources available and the roles that teachers, coaches and volunteers play in providing a coordinated, cohesive and coherent approach to increasing participation and raising standards in PE and sport.



Our courses achieve results above national averages. A significant number of our students who complete our sports courses have traditionally gone into the sports industry, either enrolling on to a university sports course, secured a sports apprenticeship, joined the armed forces as PTI's or employment as sports coaches, fitness instructors or leisure attendants. Every year a number are awarded scholarships to US and European universities on sports scholarship programmes.



Again this year the PE team have worked closely with Shotton Hall (SCITT) and Sunderland University (PCET) on teacher training programmes to train and support the next generation of physical educationalists across the county.

Growing numbers of our students train to become young sports leaders and are helping to run clubs and competitions for others.

This year alone we have provided volunteers at the Great North Run, County Schools Swimming Galas as well as helping deliver extra-curricular activities at both primary and special schools. Alongside our Sports Leadership Academy, the SSP has provided a wealth of opportunities for young leaders to organise, officiate and support sport development within the county which is having a beneficial impact on their personal organisation, attitudes and behaviour towards others. The KS1 primary school sports day held in July at Maiden Castle gives our Higher Sports Leaders the opportunity to put theory into practice leading football, basketball and athletic type activities. It is heart-warming to listen to all the positive comments about our students from parents, teachers and the organising body. Such has been the impact of our leadership programme that in 2017 Sports Leaders UK nominated us for Leadership Academy of the Year.



After-school clubs, competitions, festivals and events involve large numbers of young people and capture the interest of the local community, and give PE and sport a high profile at the Centre. Achievement in sport is celebrated at the Centre and embraced by the Senior Leadership Team. Every year we host a Sports Awards Evening organised by the Sports Committee. The committee has student representatives from all our different sport programmes. Their primary role is to look after the needs of the wider student body. Activities have included Frisbee, netball, and bubble football competitions, as well as Zumba classes, a sports quiz and a health screening programme in conjunction with Cardiac Risk in the Young. Money raised from these events has gone to support various selected charities, selected by the students.



Our football and golf academies continue to go from strength to strength. Talented students continue their sporting development whilst pursuing their academic studies. Both our girls and boys football teams have won numerous honors such as the English Colleges Football Association (ECFA) Category 2 leagues, the National Football Youth league and countless cup competitions. The girls have even reached the finals of the English Schools U18 Hudle Trophy, where they reached the final the first school from Durham ever to do so. In golf the students have been just as successful, winning their respective leagues against strong competition from schools in Scotland and reaching the national finals

(British Schools & Colleges, Intercollegiate) every year since 2011, and securing the national girls title on two occasions.

Advertised Post and Application Information

Position: Teacher of Physical Education
Hours of work: Full time
Contract: Permanent
Salary: MPS/UPS
Start date: 1st September 2022

Recruitment Dates

Closing date: 10am, Friday 28th January 2022
Interview date: TBC

Advert

This is an exciting time to join Durham Sixth Form Centre; we are an oversubscribed post-16 institution; our results are significantly above National Averages; we are expanding our premises; we have gained external recognition and national awards for our work.

We know that the very best way to provide outstanding education is to ensure our staff are outstanding. With this in mind we wish to appoint an outstanding teacher to join our team to deliver lively, exciting and challenging lessons in the following subject(s):

A Level Sport
BTEC Extended Certificate in Sport
BTEC Extended Diploma in Sport

The successful candidate will have exceptional planning and time management skills; be able to inspire and challenge both students and colleagues; have the ability to communicate effectively with a wide range of stakeholders including students, parents, the media and governors; have evidence of outstanding results and student outcomes; and be committed to working in an inclusive environment in support of the values, vision, purpose and direction of Durham Sixth Form Centre.

Application Process

Applicants should submit the following information on, or before the closing date:

- A completed Application Form using the GoogleForm using this [link](#).
- A supporting Letter of Application of a maximum of two sides of A4, which includes information **under the following titles**:
 1. The outcomes of students you have taught (e.g. value added, attainment, progression).
 2. The strengths that you would bring to the post (with reference to the person specification).
 3. How would you best describe your behaviour traits?
 4. What *extra* would you bring to the role if appointed?

Note: The supporting Letter of Application should be uploaded in the relevant section on the GoogleForm.

Additional Information

Durham Sixth Form Centre:

- Ensures all appointments are subject to an enhanced DBS check, satisfactory medical report and satisfactory references.
- Is an equal opportunity employer.
- Is a Local Authority Maintained school.
- Operates a strict no-smoking policy.

“This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Job Description

TEACHING

This job description is set out in accordance with the Teachers Standards in England.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Job Title: **Teacher of Physical Education**
 Contract: **Full time**
 Scale: **MPS/UPS**
 Responsible to: **Leader of Learning: Faculty of Science, Technology & Mathematics**

Key Areas of Responsibility	Priorities
PART ONE: TEACHING A teacher must:	<ol style="list-style-type: none"> Set high expectations which inspire, motivate and challenge students <ul style="list-style-type: none"> establish a safe and stimulating environment for students, rooted in mutual respect set goals that stretch and challenge students of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of students? Promote good progress and outcomes by students <ul style="list-style-type: none"> be accountable for students' attainment, progress and outcomes plan teaching to build on students' capabilities and prior knowledge guide students to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how students learn and how this impacts on teaching encourage students to take a responsible and conscientious attitude to their own work and study. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. Plan and teach well-structured lessons <ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and student's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s). Adapt teaching to respond to the strengths and needs of all students <ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable students to be taught effectively have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

	<ul style="list-style-type: none"> • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development • have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. <p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. <p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. <p>8. Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate • professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to students' achievements and well-being.
<p>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</p> <p>A teacher must:</p>	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>
<p>POST-THRESHOLD TEACHERS</p> <p>A teacher must:</p>	<p>P1 contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation</p> <p>P2 have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential</p>

	<p>P3 have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teacher, including those related to public examinations and qualifications</p> <p>P4 have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs</p> <p>P5 have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them</p> <p>P6 have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</p> <p>P7 be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those resulting to subject/curriculum knowledge</p> <p>P8 have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally</p> <p>P9 promote collaboration and work effectively as a team member</p> <p>P10 contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p>
<p>AT DURHAM SIXTH FORM CENTRE</p> <p>A teacher must:</p>	<ul style="list-style-type: none"> • lead and model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement • help build, communicate and implement a shared vision • role model and actively promote high expectations for all members of the school community • inspire, challenge, motivate and empower others within the organisation • be a role model to students through personal professional presentation and professional conduct • arrive in class, prior to the start of the lesson, and to begin and end lessons on time • be familiar with school, Department and Faculty handbooks, policies and protocols • establish effective working relationships with colleagues and associate staff • contribute to student transition arrangements at appropriate times throughout the year • keep an up-to-date, understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year • maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children • undertake any reasonable task as directed by the Leader of Learning, Head of Department or member of the school's Senior Leadership Team including the Headteacher • be aware of the role of the Governing Body of the school and to support it in performing its duties • be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction. <p>Every subject teacher will be expected, at some time, to have pastoral responsibilities.</p> <p>Every teacher will undertake performance management in line with the school's Performance Management Policy.</p>

Person Specification

TEACHING

	Person Specification	Essential	Desirable
1.	Subject specific graduate. Degree in a related subject.	✓	
2.	Qualified Teacher Status, QTLS or QTS FE.	✓	
3.	Experience of post-16 teaching.		✓
4.	Exemplary health and attendance.	✓	
5.	Evidence of being an outstanding teacher (or NQT).	✓	
6.	Exude passion for teaching, learning and subjects taught.	✓	
7.	Ability to inspire and challenge both students and colleagues.	✓	
8.	ICT competency.	✓	
9.	Evidence of outstanding results (value added) in students' outcomes.	✓	✓ If new/returning to teaching.
10.	Outstanding interpersonal skills (in a range of contexts).	✓	
11.	Attention to detail, organisation, energy and drive.	✓	
12.	Aptitude to evaluate, monitor and prioritise work.	✓	
13.	Committed to working in an inclusive school in support of the values, vision, purpose and direction.	✓	
14.	To promote and safeguard the welfare of children and young adults.	✓	
15.	To be a high performing sports person in your own right.		✓
16.	Personal excellence in an area of sport with a desire to develop the sport with students.		✓
	Equalities and Safer Recruitment		
17.	Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.	✓	
18.	Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children, young people and colleagues.	✓	
19.	Ability to demonstrate emotional resilience (and distance where appropriate) in working with challenging behaviours or sensitive situations.	✓	