TRC Thomas Rotherham College	**Teacher of Sport** **Job Description and Person Specification**	Inspire Trust

Post Title:	Teacher of Sport
Responsible to:	Head of Department
Responsible for:	Delivering effective teaching, learning and assessment
Grade	Annual salary is on a 9-point scale starting at £25,971 to £42,149 (dependent on experience)

Main Purpose of Job

To deliver effective teaching, learning and assessment to students to ensure that they make good progress.

This post is based in the department of Sport. All staff work in the interests of students and collaborate with each other to ensure the best possible outcomes for students. Duties are in line with the professional standards for qualified teachers and these form the basis of the job description below.

All teachers have a wider duty to develop the literacy, numeracy, employability and progression skills as part of our 16-19 study programmes.

With a growth in student recruitment, an opportunity has arisen to recruit an enthusiastic and high-quality teacher, capable of teaching L3 BTEC Sport and able to teach in at least one of the other programmes offered by the college.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by <u>all</u> members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

1	Role Specific Duties and Responsibilities	A	L	O
1.1	To establish a safe and stimulating environment for students, rooted in mutual respect.	✓	✓	✓
1.2	To set goals and learning objectives both for individual lessons and for progress over time that stretch and challenge students of all backgrounds, abilities.	✓	✓	✓
1.3	To demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	✓	✓	✓
1.4	To be accountable for students' attainment, progress and outcomes and to set realistic targets for your performance based on these outcomes.	✓	✓	✓
1.5	To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.	✓	✓	✓
1.6	To guide students to reflect on the progress they have made and use feedback to develop strategies to improve.	✓	✓	✓
1.7	To demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	✓	✓
1.8	To have a full understanding of how to assess a student's needs and develop appropriate support strategies.	✓	✓	✓
1.9	To devise tasks and activities which encourage students to take a responsible and conscientious attitude to their own work and study.	✓	✓	✓
1.10	To have a secure knowledge of the relevant specialist subject(s) and curriculum areas and develop appropriate strategies that enhance the underpinning skills of their chosen subjects.	✓	✓	✓
1.11	To demonstrate a critical understanding of developments used in all subjects across the curriculum.	✓	✓	✓
1.12	To 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.	✓	✓	✓

1.13	To impart knowledge and develop understanding through effective use of lesson time, making every lesson count.	✓	✓	✓
1.14	To promote a love of learning and to develop students' intellectual curiosity.	✓	✓	✓
1.15	To reflect systematically on the effectiveness of lessons and approaches to teaching through the annual programme of action research.	✓	✓	✓
1.16	To develop a thorough and meaningful learning plan, for each student, that supports the student's needs and meets subject requirements.	✓	✓	✓
1.17	To have a secure understanding of how a range of factors can inhibit students' ability to learn, and to employ effective strategies to overcome these.	✓	✓	✓
1.18	To demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.	✓	✓	✓
1.19	To 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.	✓	✓	✓
1.20	To have a full understanding of how to assess the subject(s) taught, including requirements for final exams, coursework and other statutory assessment requirements.	✓	✓	✓
1.21	To make use of formative and summative assessment to enhance support and ensure relevance to subject.	✓	✓	✓
1.22	To use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	✓	✓
1.23	To have clear rules and routines for behaviour in teaching areas and take responsibility for promoting good and courteous behaviour both in teaching areas and around the college, in accordance with the college's behaviour policy.	✓	✓	✓
1.24	To have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	✓	✓	✓
1.25	To manage groups effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.	✓	✓	✓
1.26	To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	✓	✓	✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification
Post: Teacher of Sport

1	Qualifications / Training / Experience	Essential Criteria	Method of Assessment
1.1	PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification.	✓	AF, CQ
1.2	Degree level qualification.	✓	AF, CQ
1.3	Successful teaching experience with 16-18 learners, including the ability to teach L3 BTEC Sport	✓	AF, I
1.4	Awareness of current developments in the Sport/ PE sectors.	✓	AF, I
1.5	Evidence of continuing professional development.	✓	AF, I
1.6	Strong IT and Systems Skills. An ability to interpret and act on information from student data.	✓	AF, CQ, I
1.7	Evidence of success in leading improvement in student outcomes.	✓	AF, I
1.8	Record of successful dealings with staff, parents and students.	✓	AF, I
2	**Skills and Aptitudes**		
2.1	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
2.2	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
2.3	Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
2.4	Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
2.6	Effective problem-solving skills.	✓	AF/I
2.7	Positive attitude to working with students, staff and parents.	✓	AF/I
2.8	Approachable, enthusiastic and well organised.	✓	AF/I/R
2.9	Conscientious, honest and reliable and a sense of humour.	✓	AF/I/R
2.10	A commitment to the Trust and Trust improvement.	✓	AF/I/R
3	**Mandatory Requirements**		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References	✓	AF/R

	will not be accepted from members of candidate's families or acting purely as a friend.		
4	**Physical Requirements**		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	**Effective Behaviours**	**Method of Assessment**
5.1	**Managing self and personal skills**: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
5.2	**Delivering excellent service:** Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
5.3	**Finding innovative solutions:** Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
5.4	**Embracing change:** Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	**Using resources:** Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this.	A/I/R
5.6	**Engaging with the big picture:** Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust and each Academy are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	**Developing self and others:** Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
5.8	**Working with people:** Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	**Achieving results:** Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

OT Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check
This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.