** Rayner Stephens High School**

**Job Description – Leader of Physical Education**

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| **Post: Leader of Physical Education** | |
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| *Curriculum Area:* | Subject lead for Physical Education |
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| *Responsible to:* | Headteacher |
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| *Responsible for:* | The provision of a full learning experience and support for students at Rayner Stephens High school. This post will develop over time to include additional whole school teaching and learning responsibilities. |
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| *Liaising with:* | CEO  Headteacher  Deputy Headteacher  Teaching and Learning Assistant Headteachers  Curriculum Leaders  Inclusion Leaders  Teachers  Relevant education support colleagues  LA representatives  External agencies  Parents |
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| *Duties:* | To carry out duties of a school teacher as is set out in School Teachers’ Pay and Conditions Document 2013 subject to any amendments due to government legislation. |
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| *Purpose:* | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. * To monitor and support the overall progress and development of students as a Teacher. |
|  | * To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. |
|  | * To contribute to raising standards of student attainment and progress. |
|  | * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. * Ensure an inclusive and highly engaging programme of extra-curricular activities. |
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| *Allowance attached to the Post:* | TLR 2b |
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| *Disclosure Level:* | Enhanced |
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| *PPAs:* | 10% and additional leadership time |

**RESPONSIBILITIES**

*Operational/Strategic Planning*

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| 1.1 | To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies and extra-curricular provision for all Physical Education subjects. |
| 1.2 | To contribute to the school development plan and its implementation. |
| 1.3 | To plan and prepare courses and lessons. |
| 1.4 | To contribute to the school-wide planning activities. |
| 1.5 | To follow the school policies and procedures |

*Curriculum Provision*

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| 2.1 | To assist the Leadership Team to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives. |

*Curriculum Development*

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| 3.1 | To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s strategic direction. |

*Human Resource Management*

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| 4.1 | To take part in the staff development programme by participating in arrangements for further training and professional development. |
| 4.2 | To continue personal development in the relevant areas including subject knowledge and teaching methods. |
| 4.3 | To engage actively in the appraisal process. |
| 4.4 | To ensure the effective/efficient deployment of department staff and classroom support. |
| 4.5 | To work as a member of a designated team and to contribute positively to effective working relations within the school. |

*Quality Assurance*

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| 5.1 | To help to implement Rayner Stephens High School’s Quality Assurance procedures and to adhere to those. |
| 5.2 | To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. |
| 5.3 | To review and develop methods of teaching and programmes of work. |
| 5.4 | To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and student support functions of the school. |
| 5.5 | To Line Manage promoted post holders in the department and professionally challenge them so as to get the very best outcomes for our students. |

*Management Information*

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| 6.1 | To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc. |
| 6.2 | To complete the relevant documentation to assist in the tracking of students. |
| 6.3 | To track student progress and use information to inform learning and teaching. |

*Communications*

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| 7.1 | To communicate effectively with the parents of students as appropriate. |
| 7.2 | Where appropriate, to communicate and cooperate with persons or bodies outside the school. |
| 7.3 | To follow agreed policies for communications in the school. |

*Marketing and Liaison*

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| 8.1 | To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, consultation events with partner schools, etc. |
| 8.2 | To contribute to the development of effective subject links with external agencies. |

*Management of Resources*

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| 9.1 | To contribute to the process of the ordering and allocation of equipment and materials. |
| 9.2 | To identify resource needs and to contribute to the efficient/effective use of physical resources. |
| 9.3 | To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, curriculum area and the students. |

*Student Support*

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| 10.1 | To be a Form Tutor to an assigned group of students. |
| 10.2 | To promote the general progress and well-being of all students. |
| 10.3 | To liaise with the relevant Inclusion Leaders to ensure the implementation of the Student Support system. |
| 10.4 | To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. |
| 10.5 | To evaluate and monitor the progress of students and keep up-to-date student records as may be required. |
| 10.6 | To lead the preparation of strategic Departmental Action Plans and other reports as required. |
| 10.7 | To alert the appropriate staff to problems experienced by students. |
| 10.8 | To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. |
| 10.9 | To develop PSHE and citizenship and enterprise according to school policy |
| 10.10 | To apply the Behaviour for Learning policy so that effective learning can take place. |

*Teaching*

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| 11.1 | To teach students according to their educational needs, including the setting and marking of all class work and coursework carried out by students in the school and elsewhere in line with the Written Feedback Policy. |
| 11.2 | To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. |
| 11.3 | To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. |
| 11.4 | To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. |
| 11.5 | To undertake a designated programme of teaching. |
| 11.6 | To ensure a high quality learning experience for students, which meets internal and external quality standards. |
| 11.7 | To prepare and update subject materials. |
| 11.8 | To use a variety of delivery methods which will stimulate learning appropriate to students’ needs and demands of the specifications. |
| 11.9 | To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. |
| 11.10 | To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures. |
| 11.11 | To mark, grade and give written/verbal and diagnostic feedback as required. |

*Personal Responsibilities*

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| 12.1 | To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. |
| 12.2 | To support the school in meeting its legal requirements for worship. |
| 12.3 | To actively promote school values, policies and procedures. |
| 12.4 | To be responsible for own continued professional development. |
| 12.5 | To comply with the school’s Health & Safety policy and undertake risk assessments as appropriate. |
| 12.6 | To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment. |
| 12.7 | To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis. |
| 12.8 | To attend meetings scheduled in the school calendar punctually. |
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*Specific Job Focus*

Continuous Improvement in the Quality of Learning and Teaching of Physical Education subjects via:

* leading professional learning groups;
* advising other teachers in classroom organisation and teaching methods;
* providing model lessons;
* spreading good practice based on educational research;
* producing high quality teaching materials;
* advising on professional development;
* establishing professional learning teams in schools;
* helping to support performance management of other teachers;
* supporting teachers experiencing difficulties;
* helping with the induction and mentoring of newly qualified teachers;
* participating in initial teacher training including Teach First;
* coordinating and quality assuring subject related extra-curricular programmes
* taking a lead within the AspirePlus Educational Trust and sharing the educational vision of the Trust.

Any such responsibilities will be confirmed to individual post holders upon an appointment being made.

**NOTES**

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder \_\_\_\_\_\_\_\_\_\_\_\_Date

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher \_\_\_\_\_\_\_\_\_\_\_Date