



Teacher of PE & Dance
(maternity cover)
at Bishop Luffa School

“Always our best because
everyone matters”





Bishop Luffa School



Thank you for your interest in the post of Teacher of PE & Dance (maternity cover) at Bishop Luffa School.

Required from January 2019, we are seeking to appoint a dynamic and forward thinking Teacher of PE and Dance at Key Stage 3-5.

The successful applicant will be an excellent practitioner who can enthuse our young people with a love of PE and Dance. He or she will be passionate and committed, and keen to inspire students to learn skills and explore their own talents, and to share our aspiration to help realise the school's vision, *Always our best because everyone matters*.

Bishop Luffa School is a fully comprehensive 11-18 Church School. It is a vibrant and exciting place to learn and teach. We aspire to be a confident and inclusive Christian community in which every member:

- enjoys creative, dynamic and reflective learning
- is supported, challenged and equipped for the future
- values and takes responsibility for themselves and others
- relies on and builds supportive and lasting relationships

The successful candidate will benefit from outstanding professional development opportunities, a highly committed and effective staff team and extremely well-motivated students. I believe that this post presents an exciting opportunity and I look forward to hearing from you.

Mr Austen Hindman
Head Teacher



Our Vision

Always our best because everyone matters

With the shared involvement of every individual, we aspire to be a confident outward looking Christian community in which every member

- enjoys creative, dynamic and reflective learning
- is supported, challenged and equipped for the future
- values and takes responsibility for themselves and others
- relies on and builds supportive and lasting relationships



About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1465 pupils including 272 Sixth Form students, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Directors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a high reputation both for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Pupils and parents are strongly supportive of the school.



Our 91 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an Investor in People, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead cpd both in Faculties and across the school. The Ofsted Inspection of November 2008 judged the school to be "outstanding", with grade 1 in every category.

The Anglican Schools' Inspection (SIAMS) in February 2015 calls the school "an outstanding Church school" and judges every category as "outstanding".

Not all members of staff are practising Christians, but all support the Christian ethos of the School.



PE at Bishop Luffa School

Bishop Luffa School is thriving in this high-achieving, oversubscribed 11-18 school, judged “outstanding” in every area by Ofsted.

Staff

The PE Department consists of six PE teachers. The school has been awarded the School Games mark for the past three years. The Team Leader provides vision, strategic direction and ensures that all pupils make outstanding progress.

Department Overarching Aim

Striving to develop a sense of sportsmanship where pupils and staff work together; recognising each individual's strengths and limitations in order to achieve new personal bests in everything we do.

Facilities

The School is fortunate in having its own playing fields next to the School, a four court flood-lit Multi Use Games Area marked for tennis, netball and 7 and 5-a-side football, a purpose built gymnasium complete with climbing wall and a 4 badminton court Sports Hall with balcony, fitness equipment and teaching area as well as a fully equipped gymnasium.



The Curriculum

In Key Stage 3 the PE department aims to encourage pupils to experience and develop their knowledge and skills in a wide range of sporting activities. In Years 7 & 8 pupils are taught a PE lesson (tutor groups) and a Games lesson (single sex class) each week. This allows pupils to determine the learning environment in which they work best. The creative, dynamic and reflective learning environment that is developed by experiencing the wide range of activities encourages the pupils to make informed decisions about the activities that they may wish to specialise in at a later date.

In Year 9 Pupils choose route ways of particular activities that they wish to study. This allows them to receive an individualised education where they can have some control over the decisions they choose to make. The route ways are chosen largely to reflect the core principles that are covered in Physical Education.

Across KS3 there are opportunities for pupils to participate in gymnastics, trampolining, cheer-leading, dance, climbing, athletics, handball, football, rugby, netball, basketball, ultimate Frisbee, cricket, rounders, tennis, volleyball, badminton.



In Key Stage 4 the PE department aims to develop further the experiences that have been gained at Key Stage 3. Pupils have greater control and flexibility over their choice of activities and are encouraged to make decisions that will enable them to enhance their enjoyment and participation in regular physical activity in later life. Pupils once again have access to two Physical Education lessons a week. The entire curriculum compliments the PE GCSE syllabus that is studied at Bishop Luffa. Pupils who study GCSE PE are often assessed by the members of the department against the GCSE specification criteria. There is also the option to study Sport BTEC Level 1 & 2 First Award in Sport, and Dance BTEC Level 1/2 First Award in Performing Arts.

In Year 10 pupils choose route-ways for one of their lessons each week. This enables the department to achieve continuity between the Key Stages. Added to the route ways offered in Year 9 is a further option of leadership. During this route-way pupils are able to gain the Level 2 Junior Sports Leader qualification. In the second lesson of each week pupils are able to choose activities for each module of work that is studied. This personalises the learning experience for each individual pupil.



The Year 11 curriculum very much revolves around developing an enjoyment for the activities studied, as well as encouraging pupils to think about how they might access these activities once they have left Bishop Luffa. Often lessons will use full recognised versions of the activities rather than adapted scenario's that might be use at Key Stage 3.

The School's 'A' level PE group is well established, and the Department is very successful and experienced at teaching AS/A level PE.

Outreach Work

The department has for a number of years worked closely with Key Stage 1 and 2 establishments in the locality to develop both competitive opportunities and specialist staff training. The school Sports Leadership programme has proved to be highly successful and has enabled pupils from Bishop Luffa to develop their coaching and leading skills beyond the classroom.



Extra Curricular Activities

There is a very extensive programme of extra curricular activities, including the participation in matches and competitions. The School has a very high level of success in competitive sports, but the main purpose of the programme is the enjoyment gained by the pupils and the opportunity given to them to acquire skills and practice teamwork. Very strong links have developed between the School and the local sports clubs. The School has two mini-buses for off-site activities. PE staff contribute fully to this programme which runs every week throughout the year. The successful candidate would be expected to play a full part in this programme.



Job Description

Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our pupils.

Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

Strategic

Teach allocated pupils by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
 - for all pupils
 - across all teaching areas
 - across all spectrums of background, ability and behaviour
 - that compares favourably with pupils in similar settings
 - effectively, managing other adults in the classroom

Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

Pastoral Duties

- be a form tutor to an assigned group of pupils
- promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register pupils, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- maintain an up to date knowledge of good practice in teaching techniques
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- - undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
 - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
 - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
 - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

How to fulfil the role

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

Professionalism

- *Challenge & support: a commitment to do everything possible for each pupil and enable all pupils to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

Thinking

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

Leading

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing pupils: the drive and the ability to provide clear direction to pupils, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners*

Planning and setting expectations

- *Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

Relating to others

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

Developing people

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

Reflecting

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

Inspiring

- *Be able to inspire staff and pupils with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard

Scale or Grade: Main Professional Grade or Upper Pay Spine
PPA time: 6 periods per fortnight (full time)
Date last reviewed: 9 October 2018



The school value statement 'always our best because everyone matters' has become deeply embedded over time . . . and has a significant impact on relationships across the school.