**Job Description**

**Teacher of Physical Education**

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| **Job Title:** | Teacher of PE and Dance | | **Department/Group:** | Performing Arts | | |
| **Line Manager:** | Head of Performing Arts | | **Salary Range** | Competitive | | |
| **Start date:** | 1st September 2018 | | **Contract Type** | Permanent | | |
| **Job Description** | | | | | | |
| **Main purpose of this role**  Under the overall direction of the Headteacher carry out the professional duties of a teacher of PE and as set out in the School Teachers’ Pay and Conditions Document.   * 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/Form Tutor * 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 * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth * To collaborate with staff to support and develop the Middle Years Program.   **Teaching responsibilities**     * To undertake a designated programme of teaching across all key stages * Teach consistently high quality lessons * Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 * Be a role model for students, inspiring them to be actively interested in PE * To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers * To complete the relevant documentation to assist in the tracking of students * Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching * Prioritise and manage time effectively, ensuring continued professional development in line with the role * To follow the school policies and procedures * To ensure the effective/efficient deployment of classroom support * To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework * Follow schemes of work for PE at all Key stages * Promote aspects of Personal Development related to PE * Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of PE. * Promote PE learning through out of hours activities. * Ensuring a high quality learning environment within the PE area * To promote and encourage a healthy lifestyle for students and staff at the Academy * To organise PE / Sport workshops for staff and parents when appropriate   **Communications, Marketing and Liaison**   * To communicate effectively with the parents of students as appropriate * Where appropriate, to communicate and cooperate with persons or bodies outside the school. * To follow agreed policies for communications in the school * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, liaison events with partner schools, etc.   **Assessment, Feedback and Tracking:**   * To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy * To follow department monitoring and tracking systems relating to students attainment, progress and achievement * Mark, grade and give written/verbal and diagnostic feedback as required * Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures * Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required * Complete the relevant documentation to assist in the tracking of students * To follow department policy regarding department tracking of student progress and use information to inform learning and teaching * Follow setting and co-ordinating assessment arrangements in Performing Arts at all Key Stages, and in all areas as required by school policies, including standardising those assessments   **Staff Development**   * To continue personal development in the relevant areas including subject knowledge and teaching methods * To engage actively in the Performance Management process * Participate in whole school CPD programs * To take part in the staff development programme by participating in arrangements for further training and professional development.   **Student Support and Progress**   * To be a Form Tutor to an assigned group of students if and when required * To promote the general progress and well-being of individual students and the Tutor Group as a whole * To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life * To evaluate and monitor the progress of students and keep up-to-date student records as may be required * To contribute to the preparation of Action Plans and other reports as required * To alert the appropriate staff to problems experienced by students * 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 * To contribute to PSHE and citizenship and enterprise according to school policy * To apply the Behaviour for Learning policy so that effective learning can take place * Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads   **Quality Assurance**   * 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 * To support the school in meeting its legal requirements for worship * To actively promote school policies and procedures * To be responsible for own continued professional development * To comply with the school’s Health & Safety policy and undertake risk assessments as appropriate. * To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment * 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 * To attend meetings scheduled in the school calendar punctually * To set cover work during any leave of absence * To adhere to the School’s Safeguarding Policy   **Safeguarding**   * Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school * Comply with the school’s Safeguarding Policy in order to ensure the welfare of children and young persons  |  | | --- | | **Qualification criteria**   * Qualified to teach and work in the UK * Evidence of QTS * PE Degree plus/including Teaching Degree/PGCE or recognize equivalent * PE and Sports experience- teaching and practical * First aid qualification |   To apply, go to www.rgtrustschool.net. Please email your completed form to Nina GOMIS at Gomis.n@rgtschool.net  If you have any questions, please contact Nina GOMIS by email or phone 020 8312 5480. | | | | | | |
| Reviewed By: | |  | | | Date: |  |
| Approved By: | | **Deputy Head teacher** | | | Date: | April 2018 |
| Last Updated By: | |  | | | Date |  |

**Person Specification**

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| **Knowledge and Experience** | **Essential** | **Desirable** |
| Successful teaching experience at secondary level (can be teaching practice). |  |  |
| Understanding of theory and practice of effective teaching and learning. |  |  |
| Understanding of how the most able students learn. |  |  |
| Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement. |  |  |
| Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs and English as an additional language. |  |  |
| Knowledge and experience of writing lesson plans, developing resources and assessing students work. |  |  |
| Understanding the importance of being a Tutor |  |  |
| Successful teaching experience at secondary level (can be teaching practice). |  |  |
| Experience in Multi-ethnic urban schools. |  |  |
| Experience of supporting applications |  |  |
| **Skills and Abilities** | **Essential** | **Desirable** |
| The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff. |  |  |
| Good level of ICT skills. |  |  |
| The ability to create a motivating and safe learning environment for all students. |  |  |
| Good communication skills both writing and speaking. |  |  |
| Ability to lead and manage own work effectively and take responsibility for own professional development. |  |  |
| Ability to carry out the job description. |  |  |
| Excellent time management skills and the ability to prioritise and meet deadlines under pressure. |  |  |
| Ability to inspire students, raise their aspirations and to support high level learning |  |  |
| Ability to use resources (incl ICT) innovatively. |  |  |
| **Personal Qualities** | **Essential** | **Desirable** |
| |  | | --- | | Passion for dance and ability to inspire young people | |  |  |
| Enthusiasm for and commitment to the achievement of the Sixth Form’s overall vision for success at all levels. |  |  |
| Commitment to contributing to Sixth Form life as a whole and willingness to be involved with clubs and community projects. |  |  |
| Willingness to give generously of their time to support school events/activities and enrichment activities within dance |  |  |
| A positive approach to hard work. |  |  |
| A positive role model for students. |  |  |
| Flexible, adaptable, results orientated and able to prioritise, resilient under pressure. |  |  |