

General information for applicants

Teacher of PE and Games

The Princethorpe Foundation

The Princethorpe Foundation, which is administered by lay trustees, provides coeducational, independent, day schooling in the Catholic tradition for some thirteen hundred children from age two to eighteen years. The senior school, Princethorpe College, (HMC 11 - 18) is about 7 miles from Leamington, Coventry and Rugby, with the junior schools, Crescent (IAPS) about seven miles away in Rugby, and Crackley Hall School (IAPS) and Little Crackers Nursery about nine miles away in Kenilworth.

The School

Princethorpe College opened in 1966 and occupies a fine former Benedictine monastery which was built in the 1830s in 200 acres of parkland. The origins of the school date back to 1957 when the Missionaries of The Sacred Heart opened St Bede's College in Leamington Spa; the subsequent move to Princethorpe gave an opportunity for expansion.

The school became a lay foundation in 2001, when it merged with St Joseph's School in Kenilworth, resulting in the consolidation of a junior school and nursery on the Kenilworth campus. Crackley Hall is a significant feeder for Princethorpe. In September 2016, The Crescent School, a stand-alone prep school for seventy years in Rugby, also merged with the Princethorpe Foundation.

About one-quarter of the children at Princethorpe are Catholic and the Foundation welcomes children and staff of all denominations. The key catchment area for the school lies in a radius of about twenty-five miles, largely within the conurbations of Coventry, Leamington, Warwick, Kenilworth, Solihull, Stratford, Lutterworth, Banbury and Rugby, all of which enjoy a private bus service.

The Head of Princethorpe, Ed Hester, is Foundation Senior Head and as chief executive chairs the Foundation Executive Committee (FEC) which has responsibility for the day-to-day running of the schools and strategic planning. Financial management, estates, catering, IT systems and marketing for all schools in the foundation are resourced centrally. The head of Crackley Hall, Robert Duigan and the Head of the Crescent, Huw Marshall, are also members of the FEC.

Ed Hester is a member of HMC and the school also has membership of ISA and CISC.

The school continues with a comprehensive investment programme which over the last decade has seen a Sixth Form Centre built, Sports Centre improvements, chapel refurbishment, a new Photography department, update of IT facilities, Music department and classroom refurbishment and restoration of The Roundhouse to provide a stunning multi-purpose meeting, teaching and performing space. *The Limes*, a £4.5m fourteen-classroom teaching wing serving English, Modern Foreign Languages, Academic PE, IT and computing opened in September 2014. An indoor climbing wall and new fitness centre were part of the same project.

Ethos

Princethorpe life extends well beyond just exam preparation. The gospel values of love, service, commitment and forgiveness are central to everything which the school does, underscored by the school motto, *Christus Regnet* – may Christ reign.

Our schools are characterised by their strong Christian ethos and pride themselves on providing a caring, stimulating environment in which children's individual needs are met and their talents, confidence and self-esteem are developed.

The school maintains its Catholic tradition through assemblies, morning prayers, Holy Mass, celebrating the sacraments, teaching of Religious Studies and a vibrant Chaplaincy.

The social, cultural, intellectual, spiritual and emotional needs of pupils drive the school which is famed for outstanding levels of pastoral care. The ISI inspection report from April 2014 makes reference to the spiritual, moral, social and cultural development of pupils as being a key strength of the school.

The Local Area

True to its heritage as a fashionable spa resort in the late 18th century and with a population of 50,000, Leamington is a thriving and elegant town of culture, leisure and good eating, with a well-regarded shopping experience comprising the usual range of high street outlets plus a significant number of independents. There are three key green spaces: the Jephson Gardens, Pump Room Gardens and Victoria Park. All of the major supermarkets are present. Swimming, golf, football, rugby, tennis, real tennis, health clubs, galleries, museums and the theatre are all well represented.

Rugby which has a population of 71,000, has an industrial heritage including the development of Whittle's jet engine and is, of course, the birthplace of rugby football; Coventry is famed for its Basil Spence Cathedral where Britten's War requiem was first performed and Warwick has a gentler air boasting the finest mediaeval fortress in the country. Kenilworth has the ruins of a castle, the remains of a medieval monastery, interesting architecture, a huge choice of well-regarded restaurants and a variety of independent retailers.

Communications in this part of the world are excellent, with easy access to the Midlands motorway network, and London is about an hour from stations at Leamington Spa, Rugby and Coventry. Shakespeare's Stratford-upon-Avon and the Cotswolds are a short drive away. There is a huge variety of property at modest prices.

Looking Forward

Princethorpe College enjoys an excellent and growing reputation. Pupil numbers have risen to around 875 and continuing strides are being made to ensure the highest academic standards and a widening extra-curricular programme. Many pupils gain representative honours in sport and England cricketer, Ian Bell, numbers amongst the school's alumni.

Plans are in place for *The Close*, a seven laboratory Science block at Princethorpe and *The Gables*, at Crackley Hall, comprising a multi-purpose hall, classrooms and music practice rooms opened in February 2016 and represents a further £2m investment. A new Virtual Learning Environment utilising *Firefly* has been implemented and is being rapidly populated. A pilot study for using tablets and other digital devices in class groups has recently been completed.

Curriculum

The curriculum is wide-ranging and our challenge is to prepare pupils for their next stage of education.

The school has made significant academic progress over the last decade, building a reputation for high levels of success with strong, positive value-added scores. Most pupils continue into the Sixth Form where there is a wide range of A-level subjects on offer. All Sixth Formers have

the opportunity to take part in The Princethorpe Diploma, a home-grown award, which encourages active participation in extra-curricular activities, service to the community and work-experience as well as a full commitment to their academic studies and enrichments projects.

In summer 2016, from a cohort of 160 GCSE candidates, 40% of grades were at A* or A, over two thirds at grade B or better and 20% of pupils achieved at least nine A* or A grades. At A-level, out of a cohort of 80, the overwhelming majority gained entry into the universities of their choice with over a quarter of all grades at A* or A and over 80% of all grades at C or better. In addition, over 70% of the students were awarded the Princethorpe Diploma.

The School Aims:

1. to provide a first-class, rounded education for all its pupils;
2. to ensure that a strong Christian ethos - underpinned by the values of our founders, the Missionaries of the Sacred Heart - permeates the school; this ethos nurtures personal spirituality, moral development and self-respect based on Gospel values, love of God and love of one's neighbour. Respect for others and the environment, generosity, compassion, loyalty and a desire to "do the right thing" are key indicators of this living ethos, as are good manners, courtesy and an appreciation of the joy of life;
3. to prepare each pupil to be a positive, tolerant member of our multi-cultural society, being generous of spirit in serving others. We aim to forge strong links within our own community and in the local and wider communities;
4. to offer a broad curriculum which is challenging, exciting and meets the needs of our pupils. It needs to be balanced, have academic integrity, cater for a variety of educational needs and to foster a life-long love of learning and enjoyment of academic pursuits;
5. to have the highest standards of teaching and learning. We want pupils to be active learners and take responsibility for their learning; we want them to have independent learning skills, be resilient and have academic stamina and rigour. We want pupils to achieve the best possible examination results - but focus on these must not stifle creativity, fun, independence, breadth and depth of learning;
6. to ensure all members of the College Community receive the necessary support, encouragement and motivation to grow and develop above and beyond their own expectations. We aim to set ourselves the highest possible standards and view the giving of encouragement, affirmation and praise as essential to the ethos of the College;
7. to offer a first-class comprehensive extra-curricular programme that encourages and inspires the whole range of ability and interest levels from outstanding performers to reluctant beginners;
8. to provide the necessary channels for good communications within our community so that all have a voice which can be heard and all are kept informed of events and developments;
9. to provide the necessary planning, structure and resources to meet the above goals. We must also ensure that we care for our resources and use them well. We aim to promote Foundation-wide thinking so that planning, ideas and resources are shared across the schools to best effect;

10. to provide the financial security and stability to deliver the above goals and assure the future of the College and Foundation.

Role

Required for September 2017, an enthusiastic and motivational teacher to join a busy sports department to assist with delivery of the Academic PE and the Games programme. The department prides itself on its academic delivery of A-level, GCSE and BTEC (level 2 and 3) and an experience of teaching academic Physical Education to an outstanding level is essential. Games afternoons play major role in the development of Princethorpe pupils and therefore the candidates should be able to coach a major Game throughout the academic year. There is the potential of leadership roles within the department for a suitably qualified candidate. Applications are welcomed from recently qualified or more experienced candidates and single accommodation may be available.

Candidates should have excellent coaching ability, be visionary in their approach to teaching methodology, be outstanding in the classroom and be effective team workers. If you are applying for the one of the positions of responsibility then candidates should possess strong management skills, the ability to drive a department or sport forward while having a reflective nature so that the sporting experience can be enhanced to its premium.

Princethorpe has its own pay scale and this post will attract a salary appropriate to experience and abilities of the successful candidate.

PE and Games at Princethorpe

Academic PE

Key Stage 4/GCSE

Pupils can choose to study for a GCSE in Physical Education as one of their Option Subjects at Key Stage 4. We use the Edexcel specification which consists of the following:

- Theory (worth 60%) in which pupils study:
 - Fitness & Body Systems
 - Health & Performance
- Practical (worth 40%) in which pupils study:
 - 3 sports (worth 30%) which are chosen from the two activity groups:
 - Team Activities
 - Individual Activities
 - Personal Exercise Programme (worth 10%) The (PEP) is a written document whereby pupils assess their strengths and weaknesses and write a programme to improve their weaknesses. It is fitness based and involves carrying out six weeks of training, testing and then evaluating the results at the end. The PEP is based on the pupils' main sport and is used in conjunction with the physical training section of the specification.

Pupils' lessons are a mixture of theory and practical work. Academic PE pupils are expected to attend at least one extra-curricular practice each week, therefore contributing to their overall grade as well as the sporting life of the school.

The Sixth Form

A-level PE:

A-level Physical Education is an interesting and diverse course that challenges the students in a variety of areas. It is an opportunity to do something different combining an enjoyment of sport with knowledge of how the body and mind adapt and change as people grow and become more skilled within sport. The course also looks at how sport in society has evolved and at the

challenges and issues that face all athletes both on and off the field today. You can find out more details about the course at www.ocr.org.uk.

- 1 Anatomy & Physiology; Exercise physiology & biomechanics
- 2 Psychological factors affecting performance
- 3 Socio-cultural issues
- 4 Performance & Analysis. One practical performance (40 marks) & one oral assessment evaluating & analysing a performance in their chosen activity.

AS level – specification overview					
	Component name	Content	Marks	Exam	% of AS level
1	Physiological factors affecting performance	1.1 A & P 1.2 Ex Phys 1.3 Biomechanics	70	1 hr 15 min	35%
Section A – 3 x 20 mark question papers Section B – 1 x 10 mark extended 'synoptic response' question linking 2+ topics					
2	Psychological & socio-cultural themes in physical education	2.1 Skill Acquisition 2.2 Sports Psychology 3.1 Sport & Society	70	1 hr 15 min	35%
Section A – 3 x 20 mark question papers Section B – 1 x 10 marks extended 'synoptic response' question linking 2+ topics					
3	Performance in physical education	4.1 Performance 4.2 Evaluation of performance for improvement	60	Non Exam Assessment	30%

BTEC:

BTEC Sport: Level 3 National Diploma in Sports Performance & Excellence

We are excited to be launching BTEC level 3 National Diploma in Sports Performance and Excellence from September and therefore a candidate with BTEC experience is desired. For a suitably qualified candidate there is the possibility of leading on this programme.

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Mandatory Units (all to be completed):

- 1 Anatomy and Physiology
- 2 Fitness training and programming for health, sport and well-being
- 3 Professional Development in the sports industry
- 5 Application of fitness testing
- 6 Sports psychology
- 8 Coaching for performance
- 26 Technical and tactical demands of sport
- 27 The athlete's lifestyle
- 28 Sports performance analysis

Optional Units (one to be completed):

- 4 Sports leadership

- 7 Practical sports performance
- 9 Research methods in sport
- 13 Instructing gym-based exercise
- 14 Exercise and circuit based physical activity
- 17 Sports injury management

Games

Each pupil has an afternoon games session of 100 minutes each week. Our games sessions are organised to coincide with those of other schools so we have Year 10 Games on Monday, Year 9 on Tuesday, Year 11 and the Sixth Form on Wednesday, Year 8 on Thursday and Year 7 on Friday.

Girls' Games Each term the Games Department focuses on different activities; Hockey in the Michaelmas Term, Netball and Cross Country in the Lent Term and Athletics, Rounders and Tennis in the Trinity Term.

Boys' Games Each term the Games Department focuses on different activities; Rugby in the Michaelmas Term, Hockey, Football and Cross Country in the Lent Term and Cricket, Athletics and Tennis in the Trinity Term.

Physical Education (Girls and Boys)

All pupils have one 50 minute lesson a week of Physical Education. This is a core subject on the curriculum and a wide range of sports are covered in 6 week blocks throughout the year. There are six main activity areas:

- Games
- Dance
- Outdoor Education
- Athletics
- Gymnastics
- and Swimming

Pupils get a wide variety of experiences and gain an appreciation of different types of activities.

Professional Duties

Purpose:

- To provide a learning environment that guides and encourages students to develop and fulfil their academic potential.
- To contribute to the well-being and development of the pupils by supervising and caring for them both inside and outside the classroom.

Teaching and learning

- Teach the allocated subject or curriculum area according to agreed schemes of work under the direction of the Subject Leader.
- Employ a range of teaching, learning and behaviour management strategies and personalise learning to provide opportunities for all learners to achieve their potential.

Curriculum provision

- Work with colleagues to update and improve the curriculum provision, for example, in response to specification changes.

Monitoring and Assessment

- Follow College policies on assessment, recording and monitoring pupils' progress.
- Evaluate learning and take appropriate action in order to raise achievement.
- Provide learners with constructive feedback on their strengths and weaknesses and highlight areas for development.

- Support the Subject Leader in the development of assessment material.

Communication with parents

- Follow College policies on reporting pupils' attainment and progress.
- When necessary initiate additional communication with parents through the established channels.
- Participate at parents' evenings and tutor evenings as appropriate

Staff development

- Participate in College meetings and INSET days as required.
- Participate in the College staff appraisal and self-evaluation processes.
- Keep expertise, subject knowledge and knowledge of examination requirements up to date through professional development.
- Take responsibility for mastering and implementing developments in ICT in all aspects of College life
- Contribution to the on-going updating of the School Development Plan and implementing relevant targets.

Resource deployment

- Take responsibility for the care of resources such as equipment and textbooks.

Pastoral care

- Act as a tutor taking an overview of pupil's pastoral care and academic progress in accordance with published tutor guidelines.
- Contribute to the delivery of the Life Skills programme.
- Support your House events and encourage the pupils to participate fully in the life of their House.

College Ethos

- Promote the College ethos at all times by being a positive role model.
- Play a full role in College life and participate in extra-curricular activities.
- Support the College in meeting its requirements for worship.

Duties

- Perform break, lunchtime and afterschool duties as requested.
- Supervise pupils in extended day as requested
- Cover lessons for absent staff and perform invigilation for internal examinations as requested

Marketing

- Participate in open afternoons and evenings, including the recruitment of pupil helpers, planning of suitable activities and provision of attractive display material.
- Promote the work of the department and extra-curricular activities through the appropriate channels, such as press releases and the College intranet.

Health and safety

- Follow College and departmental policies on health and safety.

Person specification		Essential	Desirable
Experience/ knowledge	<p>Knowledge of OCR A-level PE curriculum</p> <p>Experience of delivering outstanding BTEC level 3 lessons</p> <p>Experience of delivering outstanding PE and Games lessons to students of all ages and abilities</p> <p>Experience of implementing behaviour management strategies consistently and effectively</p> <p>Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p>
Personal job related skills	<p>A passion for the subject</p> <p>The ability to enthuse and inspire others</p> <p>Being willing to learn new skills and lead new initiatives.</p> <p>Good interpersonal skills, including the ability to work and relate well to people on all levels</p> <p>Good organisational and administrative skills, with the ability to remain calm under pressure and work to deadlines</p> <p>Strong interpersonal, written and oral communication skills</p> <p>Strong organisational and time-management skills</p> <p>The ability to develop positive relationships with all young people</p> <p>The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop</p> <p>High levels of honesty and integrity</p> <p>A sense of humour and desire to have fun</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
Qualifications	<p>A good grade in A-level PE or equivalent</p> <p>Degree with a substantial PE or Sports Science content</p> <p>Qualified Teacher Status</p> <p>Level 3 coach in your main sport</p> <p>Level 2 coach in your main sport</p> <p>Able to coach a summer sport</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p>
Other requirements	A commitment to the safeguarding and welfare of all students	Y	

Princethorpe College reserves the right to amend this job description from time to time according to business needs

Safeguarding Children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom she/he is responsible, or with whom she/he comes into contact will be to adhere to and ensure compliance with the school's child protection policy statement at all times.

If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school she/he must report any concerns to the deputy head (pastoral) or the headmaster.

Mandatory Training

Safeguarding and Health and Safety Induction

Salary

By negotiation, depending on qualifications and relevant experience.

Members of staff working in the Foundation enjoy a considerable discount on school fees for their own children at Princethorpe College and Crackley Hall School. Teaching staff are able to join the TPA. The Princethorpe Foundation salary scale is associated with but some way above national scales.

General

All members of staff are expected to contribute fully to the extra-curricular programme. The employee will need to satisfy the Foundation of medical fitness, integrity of information supplied and will be expected to sign a standard Foundation contract of employment.

Safeguarding

The Princethorpe Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.

During the recruitment process we will require a signed statement that the applicant is not on the barred list/ List 99, disqualified from working with children, or subject to sanctions imposed by the Secretary of State or other regulatory body, and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

The successful applicant will be required to complete a Disclosure and Barring Service (DBS). You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, as well as referral to the relevant DfE and DBS agencies.

Please refer to the Safer Recruitment Policy, which applies to all age ranges including Early Years, the Junior School and Senior School. This should be read alongside this brochure and contains a separate policy relating to the recruitment of ex-offenders at Annex A.

The Safeguarding Policy, Behaviour Policy: Staff Code of Conduct, Safer Recruitment Policy and information on Disclosure and Barring Service (DBS) checks are available on the Employment Opportunities page of the website www.princethorpe.co.uk

Recruitment

The Princethorpe Foundation is committed to providing a supportive and flexible working environment to all its members of staff. The School recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre, who share this commitment.

The Foundation is an equal-opportunities employer.

Application Form

Applications will only be accepted from candidates completing a Princethorpe Foundation application form in full. CVs will not be accepted in substitution for completed application forms. Please submit an application form together with a CV and covering letter detailing experience, personal qualities and how you meet the person specification for the role, addressed to Mr E D Hester, Headmaster, outlining your suitability for the post.

Completed applications should be sent to the HR Department by email to Recruitment@princethorpe.co.uk

or by post to: Mrs Keren Andrews
Recruitment Co-ordinator
Princethorpe College
Princethorpe
Rugby
CV23 9PX

The closing date for applications is Monday 22 May 2017, at 9.00am, although candidates are advised to apply immediately. Interviews are likely to be held on Thursday 25 May.

Invitation to Interview

If you are invited to interview, this will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring with them:

Proof of ID and Right to Work in the UK

At least one document must be photographic proof of ID. Please bring:

- Current UK passport showing you are a British Citizen **OR**
- Current Passport or National ID Card showing you are a national of the European Economic Area or Switzerland **OR**
- Full birth or adoption certificate issued in the UK, dated within 12 months of birth.

And where possible

- An official document giving your permanent National Insurance Number.
- If applicable, your Marriage Certificate or official documentation showing a change of name. **See Qualifications below**
- If available, your Current UK or European driving licence paper or new style photo card – if an older photo card, the paper counterpart must also be produced.

Educational/professional qualifications

- Qualification Certificates as listed on your application form.
If the certificate is in your maiden name then a marriage certificate must be produced.
If the successful candidate cannot produce original documents or certified copies, written confirmation of her/his relevant qualifications must be obtained from the awarding body.

Proof of Current Address

Utility bill or financial statement showing your current name and address, dated within last three months