



HABERDASHERS'
ASKE'S

**HATCHAM
COLLEGE**

2020-2021 Teacher of PE Candidate Briefing Pack

Haberdashers' Aske's Hatcham College



www.habshatcham.org.uk

Welcome from our Principal

Dear Candidate,

Thank you for your interest in the post of Teacher of PE at Haberdashers' Aske's Hatcham College.

It gives me great pleasure to write to you as the Principal of Haberdashers' Aske's Hatcham College, part of the Haberdashers' Aske's Federation. We are an 11-18 secondary academy within the Federation of eight other schools. Hatcham College has a long history dating back to 1692. This school moved to its current two sites in Jerningham Road and Pepys Road in New Cross in 1875. We have excellent facilities as students are able to participate in sports at our Playing Fields at Nunhead. This history is very important us, as it means that we have been in the business of educating young people in London for over three hundred years.

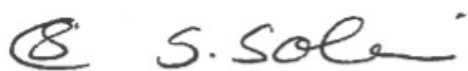
Our College has long-standing traditions and we believe that it is important for our young people to learn lessons from the past and define the narrative for their future. They are central to our story. Every child deserves a great school on their door step and we remain steadfast in our drive and belief to ensure that our children enjoy a great schooling experience each day.

This role of Teacher of PE comes at an exciting time, and we are filled with great optimism, working in partnership with the Federation, Local Governing Body and College Leadership. Together with the Hatcham Leadership Team (HLT), Extended HLT, teachers, support staff, site staff, parents, carers and pupils, we seek to improve our three key priorities; Quality First Teaching, Thirst for Learning and Progress & Achievement for All.

High quality teaching and engendering a passion for your subject is key to growing our talented and compelling individuals. As a committed member of staff, we seek someone who can insist upon accurate, transparent, clear and positive messaging in all of the work that we do. It is important to share with you that our three key priorities this academic year are to ensure excellent Quality First Teaching, Thirst for Learning and Progress & Achievement for All. Our pupils feel safe and enjoy school. However, there is more that we can do. We have a continued focus on reducing the disadvantaged gap whilst challenging the most able.

We are seeking someone who is committed, enthusiastic and keen to support our young people to strive for excellence and be the best version of themselves. Being a positive member, contributor and team-player are integral to the College and Federation, which offers a wide range of opportunities, resources and support so that staff can develop and flourish here. As an employer, we are committed to fairness and equality, and within the College, we proudly promote and celebrate a culture and ethos which is genuinely diverse and inclusive. Great journeys require great people and we are seeking a candidate wishing to be on this journey to improve the progress and outcomes for our young people with us.

I very much look forward to hearing from you.



Seema Solani
Principal
Haberdashers' Aske's Hatcham College



Our Trust



About Haberdashers' Aske's Federation

Haberdashers' Aske's Federation is a Multi-Academy Trust of nine schools, (four secondary and five primary), supported by a Teaching School. These are currently organised as four 'clusters', Hatcham College is part of the Hatcham cluster.

A cluster leader oversees the central services provision of the cluster, to ensure that all schools within it are supported well.

Our principal sponsor is the Worshipful Company of Haberdashers, who are very generous in their support. Put simply, our mission is to ensure that each of our schools offer a great education and are great places to work.

Each of our schools serve their local communities in Southwark, Lewisham and Bexley. As a Federation, we can offer more to all staff and students than any single school could offer alone. This 'Haberdasher's Advantage' ensures that the opportunities presented by working and learning at a Haberdasher's Aske's Federation school, are truly exceptional.

Whilst each of our schools maintains its individuality and serves its' unique context, we share a common vision as a group of schools: 'To support our staff and young people to be the best they can possibly be.' In this complex world, we need our young people to develop as compelling individuals – ready and able to take their place in the world with confidence. We know that education matters to the life chances of all young people, particularly those from disadvantaged backgrounds. We believe that each and every child and young person can and will succeed.

To find out more about Haberdashers' Aske's Federation, please go to: www.habsfed.org.uk

Our Vision



Federation Wide Vision

Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect. We are forward-looking and value innovation, but always within the context of our long tradition of providing excellent education.

Based upon these values we aim to ensure all the children and young people who come to our schools:

- Are happy and safe at school and are able to learn successfully within a supportive environment.
- Are able to achieve their full potential personally, academically and socially.
- Develop and grow as independent, resourceful and resilient individuals.
- Are equipped with the skills, qualifications and love of learning they will need to be successful in the world they will join as adults.

We will achieve these aims by providing a safe environment where all children and young people can succeed and through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel.
- Excellent teaching, leading to the highest standards of academic excellence.
- The best standards of behaviour based upon our values of mutual respect, self-discipline and self-confidence.
- A respect for tradition that embraces innovation and challenge. High expectations of every member of our community

Our Sponsors



**The Worshipful Company
of Haberdashers**

The Worshipful Company of Haberdashers

Our main sponsor is the Worshipful Company of Haberdashers. Our heritage dates as far back as the 1680s. A substantial sum was donated to the Haberdashers' Company to build schools, giving pupils' improved educational and life experiences. There is more to a Haberdashers' education than what happens inside the classroom. Together with the Company, our schools go the extra mile to ensure that each of our pupils is prepared and equipped for life beyond the school gates.

The Haberdashers' Company is one of the Great Twelve Livery Companies of the City of London. Education is of prime importance to the Haberdashers' Company and today there are more than 12,000 children and young people in the Haberdashers' family of schools that benefit from the relationship.

The Haberdashers' Company supports pupils, past and present, as they progress through their educational and professional journey, which offers pupils in the Haberdashers' schools something truly unique.

Find out more: www.haberdashers.co.uk

Temple Grove Schools Trust

Temple Grove Schools Trust is a charitable trust dedicated to raising standards for primary education. The Trust was founded some 50 years ago and springs from one of the country's oldest prep schools, Temple Grove founded in 1810. The Trust seeks to provide all children with a breadth and depth of learning opportunities in order to realise individual aspirations and potential.

Our primary schools are extremely fortunate to have a partnership with the Temple Grove Schools Trust. Schools benefit from bursaries that allow us the opportunity to give our children learning experiences they may not get at other schools; including music lessons, professional coaches and multiple trips.

Find out more: www.templegrove.org.uk



**Temple Grove
Schools Trust**

“I have been teaching at Haberdashers’ Aske’s Hatcham College since my NQT year over 20 years ago.

In that time, I have been given various opportunities to develop professionally and implement new projects and programmes that benefit our students in a variety of ways.

I greatly value the guidance, support and encouragement of members of my department, middle and senior leaders who are always open to discussing new ideas and ways of working that lead to improved student outcomes.

I am the parent of two teenage children, both who attend Hatcham College. They both feel safe, are very happy, and with the support of their teachers, are developing into extremely resilient and independent young people.”

Job Role



Job Title:	Teacher of PE
Contract Length:	Permanent
Contract Type:	Part Time (Full time if available to teach another subject)
Salary:	UPS/MPS + ILW
School:	Haberdashers' Aske's Hatcham College
Location:	New Cross, South East London
Accountable to:	Head of PE

About the role

The core purpose of this Teacher of PE post is to contribute to the continuing development of Haberdashers' Aske's Hatcham College. Our three key priorities are to develop Quality First Teaching, Behaviour for Learning and Progress & Achievement. This role will entail a teaching timetable and the ability to lead and motivate students.

This post is extremely important to the subject outcomes of Haberdashers' Aske's Hatcham College and its continuing success. Teachers are the driving force behind subject development and hence, impact widely on the academic outcomes of the College. The successful candidate will be line managed by the Head of Department.

Teachers must reflect and be positive thinkers and be able to identify methods in which teaching and learning can be enhanced, across all phases. It is expected that the successful candidate will consistently plan and deliver lessons to an expected standard within the department. Hatcham College offers Physical Education at Key Stage 3 and GCSE, and students play a wide range of sports including football, badminton, basketball and rugby, as well as athletics and trampolining, at our specialist sports ground in Nunhead.

We are looking for an innovative and forward-looking individual who can inspire students and contribute fully to a very active and hardworking team.

Professional Development

Our staff are important to us. We know that without great staff, our children will not be as successful. Therefore, professional development is key to our success. We are fortunate to have our own teaching school (Atlas), where a number of professional development programmes are co-ordinated.

Key responsibilities of the role

Teaching, Learning & Assessment

- To promote a love of learning and children's intellectual curiosity in this subject area
- To demonstrate and develop strong knowledge of a wide range of teaching methods and to implement these in the classroom
- To ensure that all practices for teaching are in harmony with The Federation's Five-Year Strategy, direct instruction, DfE Teaching Standards and the Hatcham Standards (for teaching)
- To keep up to date with developments in the subject nationally and to respond to initiatives/changes in content, methodology and examination practice
- To benchmark and use any resources/strategies as advised by the Federation or other evidence based practices

Staffing and Resources

- To co-plan and work with teachers to develop skills in teaching, learning and assessment
- To support professional learning by attending sessions, meetings and forums as required so that staff can learn from one another
- To work in partnership with the Head of Department to review the availability and use of resources to improve Quality First Teaching
- To support the department leaders with arrangements for classes requiring cover within the curriculum area for minimal disruption to pupil learning
- To have high standards of professionalism, judgement and attendance
- To support the members of the curriculum team in maintaining high standards of delivery and discipline

Management Information

- To ensure that pupil data is used effectively to improve pedagogy and practice within this subject
- To analyse and evaluate performance data both from within the curriculum area and externally provided to ensure student progress
- To take action in relation to any identified concerns regarding student progress
- To adapt any teaching and learning to respond to the strengths and needs of pupils
- To evaluate and use reports analysing examination performance (both internal and external) identifying areas for further action and support that is required
- To ensure that students' work is marked regularly and conscientiously, in accordance with the College marking policy
- To set and mark internal assessments and Federation examinations as required

Communication

- To provide pupils with regular feedback, both orally and through accurate record keeping/marking, and encourage pupils and staff to respond to the feedback
- To ensure effective communication as appropriate with students and teachers
- To ensure effective communication as appropriate with the College and other external agencies
- To represent the subject's interest within the College

Key responsibilities of the role

Pastoral and Behaviour Management

- To take on the role of a Form Tutor as assigned, supporting the pastoral and welfare of students as part of a year group
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the College's safeguarding policies
- To challenge and correct any behaviours that are not in accordance with College policy
- To be able to check and challenge incorrect uniform and adhere to the colleges behaviour policy, and to manage any behaviour concerns
- To provide accurate information for parents as directed by the College and department policy and to attend parents' evenings and other presentation meetings as directed

General Responsibilities

- To teach a timetable commensurate with the position and responsibilities
- To work within the College and Federation framework with regard to health and safety
- To promote equal opportunities in the College
- To actively promote the aims and ethos of the Federation/College
- To support the College's commitment to the continued professional learning of all staff
- To contribute to the ethos of the school as a caring, supportive institution where Quality First Teaching is one of our key priorities
- To undertake any additional duties as may reasonably be required by the Principal

Person Specification

Criteria	E s s e n t i a l	D e s i r a b l e	HOW IDENTIFIED AND ASSESSED
			AP Application AS Assessment I Interview P Presentation R References
Education/Qualification and Training			
• A good Honours graduate degree with QTS	✓		AP, AS, R,
• Further accredited study such as working towards middle leadership qualification		✓	AP, AS, I, R,
Experience			
• A varied and successful teaching experience in the secondary sector within a diverse environment	✓		AP, AS, I, P, R,
• Outstanding contribution to pupil progress and achievement (a two-three year track record of your own teaching)	✓		AP, AS, I, P, R,
• Excellent grasp of pupil data and its use in raising achievement	✓		AP, AS, I, P, R,
• Involvement in the formulation, implementation and progression of PE Improvement Plans		✓	AS, I, P, R,
• An excellent understanding of national and local GCSE development within PE		✓	I, P, R,
• Can motivate students at all levels of ability, thus ensuring that a wide range of students access PE curricular and extra-curricular provision	✓		AP, AS, I, P, R,
• Demonstrable success in leading trips and events to promote PE (requiring provision for risk assessments, safeguarding and parental communication)		✓	AP, AS, I, P, R,
Knowledge and Skills			
• A strong vision for teaching and learning of PE and experience of implementing successful strategies and measuring their impact	✓		AP, AS, I, P, R,
• A strong ability to support post holders and other staff in their understanding of how to lead and manage their areas of expertise or responsibility effectively		✓	AP, AS, I, P, R,

• Experience of coaching or mentoring others to develop their knowledge of teaching and learning in PE	✓		AP, AS, I, P, R,
• Knowledge of effective pedagogical strategies to improve teaching of PE (e.g. Rosenshine's Principles of Instruction)	✓		AS, I, P, R,
• Successful experience of designing (or contributing towards), implementing, evaluating and improving schemes of work across all key stages	✓		AS, I, P, R,
• Experience of how to effectively use data tracking and assessment to provide appropriate support and challenge for students across all key stages within PE		✓	AP, AS, I, P, R,
• Knowledge of a wide range of successful intervention and assessment strategies for pupils at Key Stages 3, 4 and 5	✓		AP, AS, I, P, R,
• Ability to monitor, review and evaluate the work of the department against current Ofsted criteria	✓		AS, I, P, R,
• Knowledge of current educational issues including developments in the sphere of public examinations, careers and university entrance		✓	AP, AS, I, P, R,
• Experience of timetabling at departmental level		✓	AS, I, P, R,
Professional Standards/Other Requirements			
• Excellent team working skills	✓		AP, AS, I, P, R,
• The ability to motivate and inspire others: both colleagues and students	✓		AP, AS, I, P, R,
• A considerable work rate and high degree of administrative efficiency	✓		AP, AS, I, P, R,
• Strong ICT skills	✓		AP, AS, I, P, R,
• Excellent interpersonal and communication skills (e.g. use of positive language)	✓		AP, AS, I, P, R,
• Ability to remain calm under pressure and demonstrate sound judgement	✓		AP, AS, I, P, R,
• Ability to work under pressure, meet deadlines, and establish positive relationships with students, parents, governors, staff and outside agencies	✓		AP, AS, I, P, R,
• Strong 'presence' and ambassadorial skills	✓		AP, AS, I, P, R,
• Commitment to the promotion of diversity, inclusion, equal opportunity and equal treatment	✓		AP, AS, I, P, R,
• Sense of humour	✓		I, P, R,
• Willingness to support human values of democracy, rule of law, Individual liberty, integrity and mutual respect.	✓		AP, AS, I, P, R,
• Willingness to support and promote the Haberdashers' Aske's Advantage	✓		AP, AS, I, P, R,

Why Haberdashers?

We're proud of our people. Bound by the Haberdashers name, our inclusive community in the heart of South East London is alive with diverse backgrounds, personalities and passions. We are building a culture where pupils, parents, teachers and staff selflessly serve each other, centered on traditional values and behaviours. When you become a part of Haberdashers', you find a place where you belong.

Working in education is not always an easy task. We see the effort, the creativity, the hours our staff put in. We show our appreciation by:

Providing talent development opportunities

We want the best people to join the Haberdashers' community because they are ambitious, talented and want to make a difference to children and young people. The Haberdashers' Trust is committed to the continuing professional development of all staff.

Providing a good pension

When you join the Haberdashers' community, you can join an excellent Pension scheme, either the Teachers' Pension scheme or the Local Government Pension Scheme depending on your role.

Offering flexible working

We are able to consider flexible and family friendly working opportunities to include part-time, term-time working and job-sharing arrangements. We are able to consider all requests for flexible working after 26 weeks of continuous service

Supporting your health and wellbeing

Balancing everyday life with the requirements of work and home can create pressures for all of us. Work is a large part of people's lives. We support a healthy work environment that is conducive to a healthy lifestyle. All employees have free access to a 24-hour confidential counselling service, designed to help staff deal with a range of personal and general problems.

Actively promoting equality and diversity

We are committed to promoting an equal, diverse and inclusive community. We want the best people in our schools regardless of age, disability, gender, gender identity, race, religion or belief, sexual orientation, pregnancy and family or marriage and civil partnership. We are particularly keen to receive applications from candidates from historically under-represented and minority groups

“Working in the Federation and in this job, I just love it. I embrace everything about it. There are so many opportunities in the Federation for growth and expansion”



Recruitment Process and Additional Recruitment

Closing date: Monday 26th April 2021

Interview date: Interviews will be held as and when applications are received.

Recruitment Process:

Once you have submitted your application, it will be assessed against your relevant experience and the criteria in the job description and person specification. If you score well against this criteria, you will then be invited to attend an interview. Details will be made available when selected, but the interview is likely to include:

- Written tasks
- Classroom visits
- Panel Interviews on a variety of topics
-

Special Requirements:

If you require reasonable adjustments prior to your interview, these can be arranged by emailing k.gosling@haaf.org.uk

Equality and Diversity:

We recognise the benefits of a diverse workforce. We are committed to eradicating discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

References: Before you are invited to interview, we will obtain references from your referees. In order to prevent any delays, please ensure that the reference section of the application form is accurate and completed in full.

Right to work in the UK: Section 8 of the Asylum and Immigration Act 2006 makes it a criminal offence for an employer to take on a new employee whose immigration status prevents him/her from taking up employment. If you are invited to attend an interview, you will be asked to produce original and up to date documentary evidence of your right to work in the UK.

Data Protection: Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Criminal Convictions: All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on their application form and when completing a Disclosure and Barring form. Failure to provide this information may result in dismissal. List 99 is also obtained on anyone who will be working or coming into contact with children; and must be received by the School before employment can commence.



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For an informal discussion about this post,
more information or to arrange a visit,
please contact: hatchamhr@haaf.org.uk

Thank you for your interest in the
Haberdashers' Aske's Hatcham College. We
look forward to receiving your application.