**JOB DESCRIPTION**

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| **POSITION:** | PE Teacher |
| **REPORTS TO:** | Head of Faculty & Head of School |
| **PAYSCALE:** | Main Scale, Points 1 – 6 (£24,018 - £34,934 per annum) |
| **LOCATION** | Forest Hall School |
| **TERMS** | You will be required to meet the general requirements of this post as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head and Co-Heads of School. |
| **CONTRACT:** | Permanent, Full time |

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| **PURPOSE OF THE JOB**   * Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.   **Liaison with:**   * Head of Faculty, Faculty Team, Teaching/Support staff, school representative, external agencies, parents and students |

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

This list is not exhaustive, but includes:

**Oversight of**

* Pupils’ attainment, progress and outcomes

**Specific Responsibilities**

* To teach PE across the 11 – 16 age range, including GCSE, under the direction of the Head of Faculty.
* To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
* To assess and report on students’ attainment and progress in KS3 and on GCSE grades and progress in KS4.
* To teach to the requirements of the National Curriculum programme of study.
* To be a form Tutor to an assigned Tutor Group and to carry out related duties.
* To carry out a share of supervisory duties.
* Communicate effectively with parents with regard to pupils’ achievements and well-being.
* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
* To impart knowledge and develop understanding through effective use of lesson time.
* To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

**Main Expectations of the role**

* Being aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
* Guide pupils to reflect on the progress they have made and their emerging needs.
* Demonstrate a clear understanding of appropriate teaching strategies
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Encourage pupils to take responsible and conscientious attitude to their own work and study.
* Establish a safe and stimulating environment for pupils, rooted in mutual respect.
* Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Promote a love of learning and children’s intellectual curiosity.
* Support strategies to promote high standards of behaviour.
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Head of School to carry out appropriate duties within the context of the job, skills and grade.

**General responsibilities common to all members of staff**

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder

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| **Person Specification – Head of PE** | | | |
|  |  | **Essential** | **Desirable** |
| **Qualifications and documentation** | 1. Honours Degree 2. Qualified Teacher Status 3. Enhanced DBS and validated references 4. Eligibility to work in the UK 5. Evidence of further professional development relevant to the post 6. First Aid Qualification | X  X  X  X  X  X |  |
| **Experience** | 1. A record of high quality/outstanding classroom teaching in at least two comprehensive schools. 2. Initiating, implementing, monitoring and evaluation of provision or support. 3. Support and intervention programmes and how its different components contribute to pupils’ whole school experience. 4. Outstanding teaching approaches that generate highly effective learning for all students. 5. School self-evaluation and review. 6. Managing change and the consequences of change. 7. Understand and demonstrate the core principles of school improvement. | X  X  X  X  X  X  X |  |
| **Knowledge**  **Skills / Competencies** | 1. Ability to teach to KS3 and GCSE 2. Commitment to improving student learning and raising achievement. 3. Curriculum planning and providing different pathways for learners. 4. Enthusiasm to inspire in students a desire to learn and participation. 5. Knowledge and understanding of recent legislation, development and initiatives in secondary education. 6. An understanding of the whole range of learning needs 7. An understanding of the use of comparative data and target setting. 8. Knowledge of the curriculum at KS3, KS4 and KS5 and an in depth knowledge of NFQ. 9. An understanding of the use and potential of ICT to develop learning. 10. An understanding of SEND provision. 11. Lead and contribute to discussion planning and self-evaluation. 12. Demonstrate a clear understanding of current educational thinking and policy articulating the implications of both for Royal Docks Academy and on attainment. | X  X  X  X  X  X  X  X  X  X  X  X |  |
| **Personal Qualities** | **Characterised** as:   1. Work supportively and constructively with the Headteacher/Executive Head and SLT. 2. A leader of people. 3. Sense of humour. 4. Highly organised and meet deadlines. 5. Model and ensure the highest professional standards for staff and pupils by personal example of hard work, commitment to meeting the needs of students and parents and a high level of professionalism in manner and organisation. 6. Good communicator verbally and in writing. 7. A high level of personal integrity and probity. 8. Ability to motivate others to support school and team ethos. 9. Desire to improve professional skills, including management development. 10. Experience of leading and managing others. 11. Ability to motivate others to support school and team ethos. 12. Ability to support tutor teams in implementing school policies. 13. A clear understanding of how to use data to raise student achievement in particular groups of learners. 14. Understand and articulate what good teaching and effective learning is and how these can be applied to raise student attainment. 15. Good self-management skills including the ability to plan own time effectively. 16. To be able to communicate effectively to different audiences both verbally and in writing. | X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X |  |