



'For the sake of one child, I would have founded the Society'

St Madeleine Sophie Barat

Application pack for the post of

HEAD OF GIRLS' PHYSICAL EDUCATION (0.8 FTE)

Closing Date: 9.00am Monday 12th May 2025

Required from: September 2025



Sacred Heart High School
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WELCOME FROM THE HEADTEACHER

Thank you for expressing an interest in the post of Head of Girls' Physical Education (0.8 FTE) at our unique school.

Sacred Heart High School is an outstanding Catholic School in the trusteeship of the Society of the Sacred Heart and is part of a network of Sacred Heart schools worldwide.

Situated in historic buildings on a site with a 330 year tradition of contributing to the education of young women, we have stood the test of time, with a cherished history.

Sacred Heart High School was described by Ofsted as an 'exceptional school'. The Headteacher and senior leadership team, supported by the governors, drive a culture of continuous improvement and are highly ambitious for the pupils in their care.

What makes Sacred Heart schools distinctive is that everything we do is driven by the same five goals of Sacred Heart Education, as set out on Page 9.

We value intellect and our results (page 5), placing us in the top 3% nationally, speak for themselves, but Sacred Heart Education is about far more than that.

Sacred Heart Education is rooted in the importance of relationships; recognition of the individual; building social awareness and the importance of acting on it. Kindness and responsibility is at the heart of this, both towards one another and to others beyond our own community.

We educate to develop students' recognition of their own worth and to ensure that they leave school with a sense of their own responsibility to stand up for others. We prepare students

to become positive role models, agents of change and leaders who will transform the world we live in, for the betterment of all.

We value the diversity of our school community and take pride in the achievements of each and every student under our care, both in school and in the wider community.

We have talented leadership and staff across the school who work hard to ensure the students are well looked after, encouraged, nurtured and educated to prepare for their future lives. In turn we provide our staff with opportunities to develop to their full potential and prioritise their well-being.

We have many exciting challenges ahead, including a focus on High Performance Learning, further development of our Sixth Form and the creation of a new performing arts centre.

The Head of Girls' Physical Education will be an inspiring, experienced and charismatic individual. We seek someone with both empathy and drive to join a talented, creative and good natured team, to forward our ambitious development plan.

We hope that the information given in this application pack, along with the school's website and the website for the Society of the Sacred Heart (<https://rscjinternational.org/>) will help you discover something of the richness to be found in this inner city Catholic school, and I look forward to receiving your application.

Sharon O'Donovan, Headteacher



MISSION STATEMENT

Sacred Heart High School Hammersmith is an 11-18 girls' comprehensive school. The school was founded in 1893 by the Society of the Sacred Heart and has always sought to promote the education of women and academic excellence. Today we are a community of faith and learning, based on the Gospel of Jesus Christ, His values and teachings. We seek constantly to improve everything we do so that we can make a difference for the young women who will shape the society of the future.

Above all else, this community works together to bring one another to an awareness of the fullness and meaning of their life, rooted in the love of God.

We do this through

- Providing an excellent education which inspires a life-long love of learning;
- Respecting the uniqueness, worth and development of each individual, both as a learner and as a person called by God in dignity and faith;
- Offering a broad and balanced curriculum which meets the needs of each student;
- Challenging and supporting each other to achieve our full potential and to develop gifts and talents for the service of others;
- Recruiting excellent, committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators;
- Building upon our partnership with parents, the Society of the Sacred Heart, governors, the Church and the local education authority;
- Strengthening and extending collaborative links with the international network of Sacred Heart schools and colleges, other learning institutions, including universities and the wider community;
- Creating a well-ordered, stimulating, and secure learning environment, which encourages personal growth in an atmosphere of wise freedom; and
- Making effective use of all our resources on behalf of the young people who come here.

EXAM RESULTS

GCSE 2024 Headline figures

Provisional results based on first entry result, (not including discounted pupils)

| | No. of pupils | % |
|---|---------------|-----|
| Pupils in Year 11 achieving 9-4 in English | 188 | 95 |
| Pupils in Year 11 achieving 9-5 in English | 168 | 85 |
| Pupils in Year 11 achieving 9-4 in mathematics | 176 | 89 |
| Pupils in Year 11 achieving 9-5 in mathematics | 154 | 78 |
| Pupils in Year 11 achieving 9-4 in English and mathematics | 176 | 89 |
| Pupils in Year 11 achieving 9-5 in English and mathematics | 154 | 78 |
| Pupils achieving the English Baccalaureate (based on grade 5 'standard passes') | 114 | 58 |
| English Baccalaureate average point score per student | | 8.2 |

GCSE Progress and Attainment Measures, 2024

| GCSE Performance Measures | |
|---------------------------|------|
| Attainment 8 score | 6.3 |
| Progress 8 score | 0.81 |

A-Level Results 2024

| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2024 | Diff. from |
|------|------|------|------|------|------|------|--------------|------------------|
| | % | % | % | % | % | % | National Av. | National Average |
| A* | 8 | 11 | 28 | 15 | 5 | 5 | 9 | -4 |
| A*-A | 30 | 37 | 68 | 32 | 20 | 24 | 28 | -2 |
| A*-B | 58 | 71 | 88 | 57 | 56 | 58 | 54 | 4 |
| A*-E | 99 | 100 | 100 | 99 | 97 | 99 | 97 | 2 |

KEY PRIORITIES

CATHOLIC LIFE OF THE SCHOOL

Ensure all staff and students understand and 'live' the charism of the Society of the Sacred Heart. Continued affirmation of our Sacred Heart ethos and offering opportunities for pupils and staff to progress on their journey of faith including through liturgical and sacramental celebrations.

QUALITY OF EDUCATION

A clearly articulated rigorous and ambitious curriculum aligned with national standards and underpinned gospel values; and whose rationale is understood by all students, staff and parents.

Highly effective evidenced based methods of teaching, learning and assessment (with in particular more consistency between subjects at KS3 in terms of assessment).

Robust systems in place for target setting, tracking and monitoring pupil data, to identify individual students' progress and achievement and further target learning gaps as a means of optimising progress for all.

BEHAVIOUR & ATTITUDES

Ongoing development of student motivation, positive attitudes to learning and respectful behaviours and values across the whole school community.

PERSONAL DEVELOPMENT

The flourishing of students' holistic personal development, encompassed in emotional and mental and physical well-being and access to support; coupled with the provision of extra-curricular opportunities that respond to the breadth of students' interests.





FROM THE HEART

MESSAGE FROM OUR HEADGIRLS

Sacred Heart is not just a place of learning; it is a nurturing, inspiring, and transformative environment that has motivated our lives in countless ways. Throughout our time at Sacred Heart we have actively engaged in various aspects of school life, including academics, extracurricular activities, and community service. These experiences have shaped us into a well-rounded individuals.

We are deeply proud of our school's commitment to education. Sacred Heart has always upheld a high standard of academic excellence. Our teachers work tirelessly to ensure that we receive the best possible education. They not only impart knowledge but also inspire us to be curious, to ask questions, and to think critically. Their dedication to our growth and development is truly commendable, and it is one of the reasons I cherish our school.

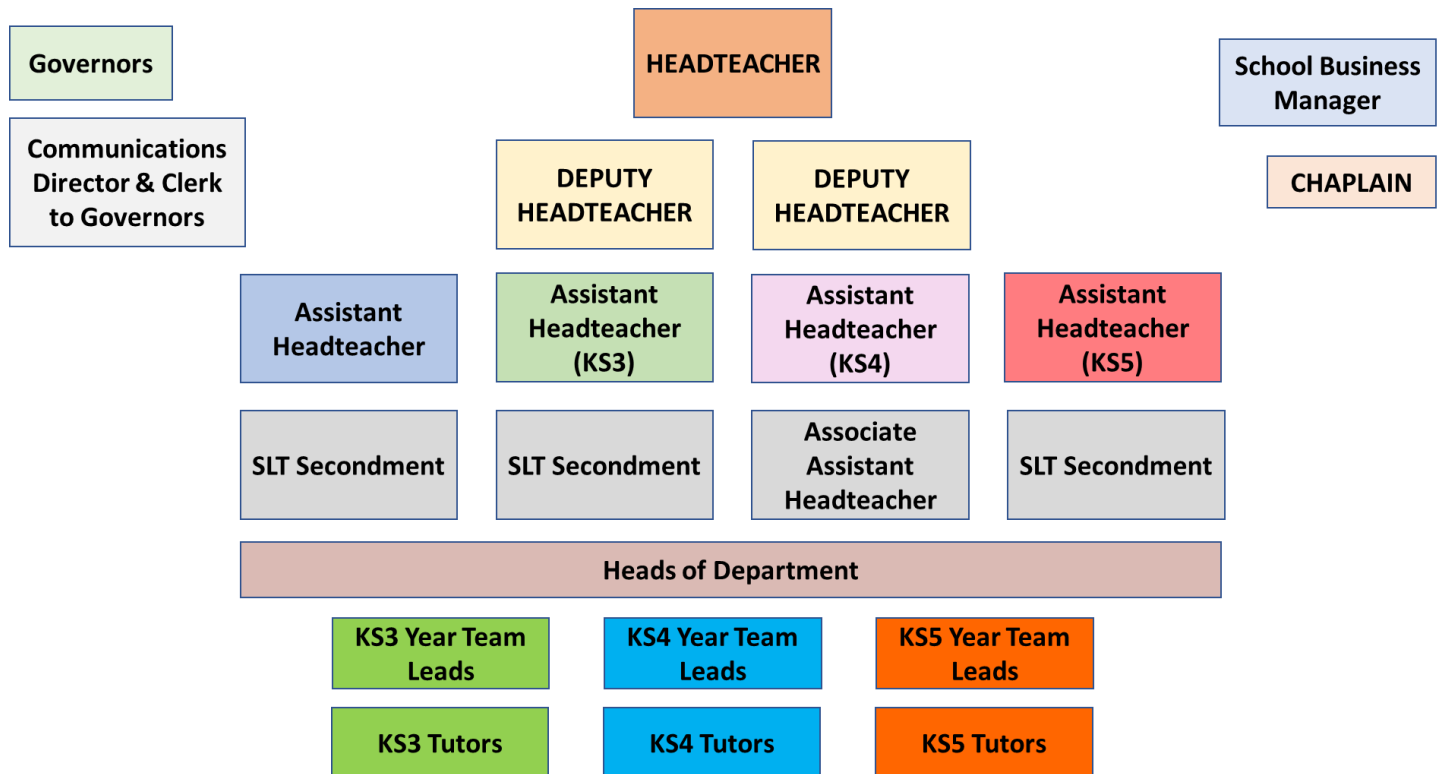
Furthermore, our school is a place of diversity and inclusivity. We have had the privilege of studying alongside students from various walks of life which has greatly enriched our educational experiences. It has taught us to appreciate different perspectives, embrace cultural differences, and build lifelong friendships with people from all over the world. Our school fosters an environment where everyone feels welcome, valued and celebrated regardless of their background.

Sacred Heart holds the values of the Church close to heart. It's not just about going to Mass; it's about living those values every day. It's about compassion, kindness, and helping those in need. Our school helps us understand what it means to be part of a bigger family, the family of faith.

But what really sets our school apart is our sense of community. It's more than just a school; it's a family. Whether we're celebrating victories or supporting each other through tough times, we're always there for one another. Not only this, but our community extends beyond the walls of this school. We are encouraged to give back to the community, through charity events and fundraisers that cultivate a sense of responsibility and empathy for those around us.

Sacred Heart provides every student with the perfect environment to thrive: a place where you make lifelong connections, memories, and all girls can acquire the skill set that will ensure success once they move into the next stage of their life.

STAFFING STRUCTURE



SACRED HEART SCHOOLS

The Society of the Sacred Heart's charism is based on the Heart of Jesus. Our foundress Saint Madeleine Sophie Barat desired nothing more than to share God's love with her students and to inspire them to share that love with the world. Her hope was for all to grasp fully the experience of being loved by God.

The school's logo epitomises this as it represents the heart of Christ, with a cross at the opening. It is an open heart that is welcoming to all, with the world at its centre, showing both our internationality and our desire to make a difference in the world.

Following what St Madeleine Sophie wanted, our aim is that the students of this Sacred Heart school recognise God's love and share it with others, making it a place where the attitudes of Jesus' Heart are lived.

OUR SACRED HEART EDUCATIONAL GOALS AND NETWORK

Sacred Heart Hammersmith is part of a network in England comprising five schools and a college. All were originally founded by the Society of the Sacred Heart.

There are two co-ordinators in the English network who support the schools and the college in the development and promotion of their distinctive Sacred Heart ethos.

Conferences and events are organised for school leaders, goals co-ordinators, chaplains, staff and pupils including a student leaders' conference and a bi-annual Heart Fest in which pupils from all schools come together.

The English network is part of a global network. There are Sacred Heart schools and universities in 31 countries across the world. The links with our global network give the Sacred Heart educator opportunities for professional development.

Our school chaplain, who is also the Goals Coordinator, supports the school to embrace the Sacred Heart ethos and charism; and embed the goals in the everyday life of the school.

THE GOALS

As part of an international network of schools, each school is committed to a set of principles shared by many Sacred Heart schools, known as the Goals. The five Goals of Sacred Heart Education outline the essential principles and values of Sacred Heart education.

They are based on the Sacred Heart philosophy of education: to educate the whole person as a member of society, confident of their personal worth and actively living out Christ's call to know and share His love.



The five goals used by schools in the Sacred Heart Network in England are:

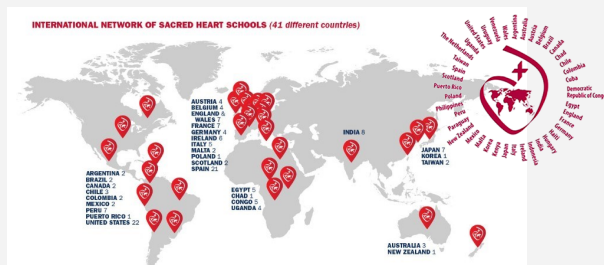
Goal I: a personal and active faith in God.

Goal II: a deep respect for intellectual values.

Goal III: a social awareness which impels to action.

Goal IV: the building of community.

Goal V: personal growth.



JOB DESCRIPTION

HEAD OF GIRLS' PHYSICAL EDUCATION, SACRED HEART HIGH SCHOOL

INTRODUCTION

The school has been designated by the Secretary of State as a school with a religious character. Its Instrument of Government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Roman Catholic Church and the trust deed of the Society of the Sacred Heart. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment will be made under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for teachers in Catholic Schools and other current education and employment legislation.

JOB SUMMARY

Person reports to the Assistant Headteacher.

Heads of Department assist in managing and leading the school through their responsibility for the leadership and successful delivery of their curriculum area and for the development of all members of the Department. In all aspects of the post they must implement the Mission Statement, Aims and Policies of this Roman Catholic school and must seek actively to promote its ethos within the academic and pastoral curriculum. Along with all other members of staff, they assist in running the school by contributing to management initiatives in matters of whole school policy, promoting initiatives in respect of own areas of responsibility, ensuring high levels of achievement and the day to day management of order and discipline within the department and around the school so that excellent standards of behaviour and courtesy are maintained and a well ordered, aesthetic and encouraging learning environment for students is established.

MAIN PURPOSE OF THE HEAD OF GIRLS' PHYSICAL EDUCATION

- ◆ To be accountable for achievement, effectiveness and efficiency of the department.
- ◆ To assist in the interviewing process for staff new to the department

- ◆ To be responsible of the welfare of staff and pupils in their curriculum area
- ◆ To attend management meetings and to meet regularly with Line Manager
- ◆ To liaise with parents and other agencies as appropriate on matters relevant to curriculum area
- ◆ To contribute to reports and Governors' meetings as necessary.

SPECIFIC MANAGEMENT RESPONSIBILITIES

Curriculum

- ◆ Responsibility for departmental curriculum policies, planning, analysis and development, in the light of the School Mission Statement and Aims and National Curriculum requirements and Local Authority recommendations
- ◆ Implementation and co-ordination of all aspects of the National Curriculum in Physical Education and the development of resources to deliver this
- ◆ Ensuring that there are high quality schemes of work and broader curriculum provision and enrichment to ensure excellent take up and outcomes at GCSE and A Level
- ◆ Ensuring the spiritual, moral, social and cultural development of pupils through curriculum planning and delivery
- ◆ Supporting and monitoring the development and implementation of good quality schemes of work as well as appropriate and effective short term planning within the department
- ◆ Initiating and developing good quality approaches to teaching and learning in order to enhance the attainment and achievements of pupils; active intervention on matters of underachievement
- ◆ Ensuring that the department generates a range of differentiated teaching and learning materials

- ◆ Responsibility for the co-ordination and monitoring of the learning progress of pupils within the curriculum area, including use of the school system of Individual Progress Monitoring (IPM) and other whole school and departmental assessment policies, records and processes
- ◆ In liaison with senior Line Manager and members of the department, academic and pastoral responsibility for areas relevant to the learning progress of pupils within the department, such as Equal Opportunities, Exams and Assessment
- ◆ Contributing to whole school cross curricular initiatives
- ◆ Ensuring that the requirements of the Code of Practice for Special Educational Needs are met in full at departmental level
- ◆ Liaison with the Curriculum Access department (SEND) and Year Team Leaders concerning the support and assessment of pupils with special educational needs
- ◆ General responsibility as Head of Department for pastoral and behaviour matters within the Department, including effective use of school systems

Management and Administration

- ◆ Line management, monitoring and support of staff within the department, in order to ensure the implementation of the school's Mission Statement, departmental and whole school policies and quality curriculum delivery
- ◆ Responsibility for drawing up and monitoring the departmental improvement plan in the context of the school improvement plan and identified departmental needs
- ◆ Participating in management initiatives and policy discussion at Middle Leaders management and other meetings
- ◆ Preparation and update of the Departmental Handbook
- ◆ Ensuring effective delegation of departmental responsibilities in order to assist both efficient departmental management and the development of members of the department
- ◆ Contributing to UCAS references and supporting

and advising A Level students through the UCAS process

- ◆ Contributing to the Sixth Form Handbook, Sixth Form Courses Information Booklet and any other relevant literature
- ◆ Ensuring the effective promotion of Physical Education at Open Days/Evenings and other events in the LA, Higher Education and the wider community
- ◆ Management of departmental budget and maintaining systems for ensuring that resources are used effectively and efficiently
- ◆ Ensuring that departmental accommodation is used, maintained and developed appropriately
- ◆ Organising and chairing departmental meetings, ensuring that such meetings have clear agenda and minutes
- ◆ Ensuring that there is effective and efficient departmental administration in relation to records, reports, IPMs, examination entries, analysis of results, groupings, options and deadlines
- ◆ Ensuring that absent colleagues provide cover work; setting cover work where necessary
- ◆ Liaison with Senior Leadership Team on staffing and timetabling issues
- ◆ Organising and chairing departmental meetings, ensuring that such meetings have clear agenda and minutes

Staff Development and Training

- ◆ Planning, leading, monitoring and reviewing staff professional development within the department and at whole school level, where appropriate
- ◆ Monitoring training and development needs of department
- ◆ Assisting in induction and development of NQTs, new teachers, beginning teachers (including entrants on the Schools Direct scheme) and other teachers both within the department and as part of whole school induction courses where appropriate
- ◆ Meeting regularly with Department to monitor work and to develop staff

- ◆ Be proactive in seeking opportunities for own professional growth and development

RESPONSIBILITY OF TUTOR ROLE FOR PUPIL SUPPORT AND PROGRESS

- ◆ To be a Tutor to an assigned group of pupils as required
- ◆ To promote the general progress and well-being of individual pupils and the Tutor Group as a whole
- ◆ To liaise with the relevant Year Team Leaders to ensure the implementation of the Pupil Support system
- ◆ To register pupils, accompany them to year group assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- ◆ To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required
- ◆ To alert the appropriate staff to problems experienced by pupils
- ◆ To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff
- ◆ To meet with pupils over whom there are concerns and contact parents/guardians where necessary, in conjunction with Head of Department

SAFEGUARDING

- ◆ To be keenly aware of the responsibility for safeguarding children and to help in the promotion and application of the Safeguarding and Safe Practices policy within the school
- ◆ To comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

COMMUNICATIONS, MARKETING AND LIAISON

- ◆ To communicate effectively with the parents/guardians of pupils 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 Mornings, Parents' Evenings, events with feeder primary schools, etc.

PERSONAL RESPONSIBILITIES

- ◆ To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils 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, telephone callers and emails and provide a welcoming environment. To attend meetings scheduled in the school calendar punctually
- ◆ To follow the 'Absent from Work Policy' which includes the requirements of setting cover work during any leave of absence
- ◆ To adhere to the School's Safeguarding Policy
- ◆ To undertake duties as required by the Headteacher

ETHOS AND STANDARDS

The post holder is expected to be committed to (and to contribute towards) improving standards for pupils and to the school's ethos and the maintenance of a caring and stimulating environment for pupils

COMPLIANCE

The post is subject to compliance with:

- ◆ All school policies and operational guidelines on the curriculum and school organisation;
- ◆ Compliance with Data Protection legislation;
- ◆ Professional Standards for Qualified Teachers;
- ◆ SEND Code of Practice

PERSON SPECIFICATION

TEACHER OF GIRLS' PHYSICAL EDUCATION, SACRED HEART HIGH SCHOOL

KEY: E - Essential D - Desirable A - Application Form I - Interview R - References CC - Checking certificates

| CRITERIA | | ATTRIBUTE | ESSENTIAL | DESIRABLE | IDENTIFIED |
|---|-----|--|-----------|-----------|------------|
| QUALIFICATIONS | E1 | Qualified Teacher Status | Yes | | A/CC |
| | E2 | Degree or professional qualifications in a PE related subject. | Yes | | A/CC |
| PROFESSIONAL DEVELOPMENT | E3 | Evidence of successful teaching of PE at GCSE | Yes | | |
| | D1 | Evidence of successful teaching of PE at A Level | | Yes | |
| | D2 | Experience of teaching GCSE PE Edexcel syllabus | | Yes | A/I/CC |
| | D3 | Evidence of professional development with regard to Catholic ethos, mission & religious education | | Yes | A/I/CC |
| EXPERIENCE & KNOWLEDGE | E4 | Ability and willingness to contribute to other areas of the curriculum | Yes | | A/I/R |
| | E5 | Regular involvement in relevant extra- curricular activities and a willingness to initiate and regularly support such activities to promote the subject. | Yes | | A/I/R |
| | E6 | Able to use data effectively to plan lessons, track progress and set pupil targets | Yes | | A/I/R |
| | E7 | Ability to manage budgets and to maintain systems for ensuring that resources are used effectively and efficiently | Yes | | A/I/R |
| | E8 | Ability to apply a range of teaching techniques to meet the needs of different groups of learners | Yes | | A/I/R |
| | E9 | The ability to challenge and support all pupils to 'do their best'. | Yes | | A/I/R |
| | D4 | Experience of being a form tutor | Yes | | A/I/R |
| | E10 | Ability to relate well to colleagues, parents and students and the capacity to engage colleagues and students in active, interesting learning | Yes | | A/I/R |
| | E11 | Commitment to the pastoral care and safeguarding of all students | Yes | | A/I/R |
| | E12 | Willingness to contribute regularly and flexibly to innovative ways of improving the success and fulfilment of our students | Yes | | A/I/R |
| | E13 | Ability to lead and collaborate as part of a team and loyalty and professional discretion | Yes | | A/I/R |
| | E14 | Show initiative and approach challenges with a positive attitude | Yes | | A/I/R |
| | E15 | Ability to use ICT as learning and teaching tool | Yes | | A/I/R |
| | E16 | Resilience to support and find ways to develop young people | Yes | | A/I/R |
| | E17 | To have excellent written and oral communication skills (which will be assessed at interview) | Yes | | A/I |
| | E18 | Ability to lead and collaborate as part of a team and loyalty and professional discretion | Yes | | |
| PROFESSIONAL ATTRIBUTES | D5 | Evidence of wider professional network | | Yes | A/I/R |
| | | | | | |
| APPLICATION FORM & SUPPORTING STATEMENT | E19 | The form must be fully completed and legible | Yes | | A |
| | E20 | The supporting statement should be clear, concise (within required word count) and related to the specific post | Yes | | A |

SUPPORTING INFORMATION

HOW TO APPLY

Application forms should be completed via TES by 9.00am Monday 12th May 2025. CVs will not be accepted.

SELECTION PROCESS

Shortlisting will take place w/c 12th May and interviews will take place shortly after. **SHHS wishes to restrict the post of Head of PE at Sacred Heart High School to a woman using the GOQ 7(2)(b) of the SDA.**

SALARY

A competitive salary on the Inner London Teacher Main Pay Scale inclusive of Upper Pay Scale plus TLR will be provided. You will be paid monthly on the last working day of each month.

PENSION

On joining the school you will automatically be included into the Teachers' Pensions Scheme (TPS). If you are already a member of the TPS or another pension scheme you can apply for your pension to be transferred, you only have 12 months to do this. A Pension contribution is deducted from your monthly pay depending on your annual salary.

MEDICAL CLEARANCE

Your appointment is subject to pre-employment medical clearance. If you are successful at interview you will be issued with a medical questionnaire that must be completed

and returned before your appointment can be confirmed.

NOTICE PERIODS

Notice periods are in accordance with the School Teachers' Pay and Conditions Document.

EQUAL OPPORTUNITIES

As an equal opportunities employer, we welcome applications from all sections of the community, including persons with disabilities.

TERMS AND CONDITIONS

Your terms and conditions of employment are those laid down by the Teachers' Pay and Conditions Document, where relevant.

The appointment will be conditional upon you satisfying the standard employment checks for a teacher including references, enhanced DBS, health checks, right to work in UK, etc.

QUERIES

We encourage candidates to look at our website <https://www.sacredhearhigh.org.uk/>

If you require further information please contact **HRdept@sacredh.lbhf.sch.uk**

We reserve the right to close this advertisement early if we receive a high number of suitable applicants.

