



Kings Langley Secondary School

Application Pack: Teacher of Physical Education

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of teacher of Physical Education at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”
–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

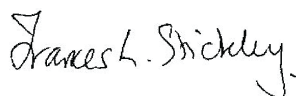
You are welcome to make an informal visit to the school before making an application and we would ask that you contact Mrs Shurle Woodhouse at the school (woodhouses@kls.herts.sch.uk) to arrange a suitable time.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickley
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description

Title of Post	Teacher of Physical Education
Reporting to:	Learning Area Leader Physical Education
Date	September 2021

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflects on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on the expert teacher band (UPS 1-3) compared with a newly qualified entrant teacher band (MPS 1-3).

Generic Responsibilities

Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels (using prior data provided).
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Within the PAM framework, work towards or maintain the teaching standards applicable (see documentation in PAM material).

Assessment and Recording

- Maintain a "teacher planner" as prescribed in the school's policy, including the recording of attainment and attitude to learning (ATL) marks, homework set, student attendance and lesson plans.
- Mark and return work (using the school's marking and assessment policy) on a regular basis and at least every two teaching weeks. Marking should include feedback for improvement and progress for each student.

- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students' progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs.

Professional Standards

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus.
- Set a good example in terms of professional dress and appearance, punctuality and attendance. And adhere fully to the school's published code of conduct.
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school's prescribed sanctions and rewards procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow.
- As a consequence of the PAM cycle, take responsibility for personal development and progression making full use of the school's professional development opportunities and training.
- Attend team and staff meetings as appropriate, contributing actively whenever possible.

Specific Responsibilities—some examples

- ♦ The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- ♦ Science teachers would be expected to set up and carry out additional duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable additional supervision for students completing extended practical projects in their subjects.
- ♦ Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations or arrange for or directly provide suitable musical accompaniment.
- ♦ Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. *Any queries centred around reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.*

The Physical Education and Sport Learning Area

Sport at Kings Langley

Sport is a very important and vibrant part of students' lives at Kings Langley. The school's philosophy is to provide opportunities for all at a level appropriate to students' ability in a wide range of sporting activities. Physical Education is integral to the curriculum, but participation both of students and staff ranges widely beyond that. Whether achieving national prominence or making more limited progress, students will find the school keen to promote their interests and enthusiasms.

There is a rich extra-curricular programme in the school including lively Inter-House competitions and a comprehensive Inter-School fixture list. The PE staff are involved in supervising morning, lunch-time and after school sporting practices and competitions.



The Learning Area

Mr John Annett (Learning Area Leader for Physical Education)

Miss Kristie Donovan (Learning Outside the Classroom Coordinator and Teacher of PE)

Mr Dominic Benson (Teacher of PE)

Mrs Phillipa Lark (Teacher of PE)

Vacancy (Teacher of PE)

The Physical Education Learning Area at Kings Langley serves a large school community of students with the full range of academic abilities and motivation. The sporting ability of the students is also mixed, but ranges from the exceptionally gifted, achieving national selection and international honours, to those lacking confidence that require support and encouragement.

At present there are four PE teachers (two female and two male). These teachers, each of whom enjoy a measure of delegated responsibility within, and outside, the learning area, are responsible for timetabled lessons. The learning area is also supported by non-specialist teachers, who help with lessons and teams, and external coaches who help with the delivery of the curriculum and extra-curricular activities.

The learning area currently offers examination courses in GCSE PE and A-Level PE.

The school facilities for sport include:

- Sports Hall;
- Multi-purpose Hall;
- Four tennis courts and three netball courts;
- Double bay long jump and triple jump area;
- 400m, 8 lane grass athletics track;
- Two 11-a-side, two 9-a-side, two 7-a-side, and two 5-a-side Football pitches;
- One Rugby League pitch;
- One Rugby Union pitch;
- Artificial cricket wicket;
- Two Softball diamonds;
- 9 Rounders pitches.

Relationships with local clubs are excellent and use of Kings Langley Football Club, Kings Langley Cricket Club, Hemel Stags Rugby League Club and Dacorum & Tring Athletics Club facilities are common place throughout the year.

The Physical Education and Sport Learning Area

The Games Programme

Students in Year 7 receive 6 periods of curriculum PE, 4 periods in Year 8 and 6 periods in Year 9 over the two week timetable. Students in Year 10 receive 4 periods, while students in Year 11 receive 2 periods of curriculum PE over the two week timetable. Those students taking GCSE PE receive an additional 6 periods of teaching over the two week timetable, whereas students taking A Level PE receive 11 periods of teaching.

Students follow a carousel that covers a number of sports throughout their time at Kings Langley.

Boys & Girls

Association Football

Athletics

Badminton

Basketball

Cricket

Cross Country

Dance

Gymnastics

Handball

Health Related Exercise

Netball

Rounders

Rugby League

Rugby Union

Table Tennis

Tennis

Trampolining

Volleyball



Intra-School Competition

Intra-School competition is a vital part of the wider sporting programme on offer to all students. The learning area encourages all students within the school to participate in as many of the following activities as possible:

Association Football, Athletics, Cross Country, Dodgeball, Netball

Orienteering, Rounders, Rugby Union, Table Tennis and Tug-of-war.

The Physical Education and Sport Learning Area

The Inter-School Sports Programme

The learning area runs a substantial inter-school sports programme throughout the year and maintains a full list of fixtures; including some weekends. The main sports, as well as the wide variety of other sports offered, are dependent on the support of colleagues from outside the PE learning area, many of whom have high levels of specialist skills. All of these colleagues show great enthusiasm and commitment.

The following activities are offered at a school representative level:

Autumn: Netball, Rugby Union, Cross-Country, Association Football, Rugby League, Basketball, Badminton, Table Tennis, Trampolining and Dance.

Spring: Association Football, Basketball, Cross-Country, Handball, Indoor Athletics, Indoor Rowing, Netball, Rugby League, Rugby Union, Golf, Futsal and Dance.

Summer: Athletics, Rounders, Softball, Cricket, Tennis and Golf.

The school enjoys an excellent reputation, regularly winning District, County and Regional Finals with many players representing the District, County, Region and Country. Students have attended National Finals in Association Football, Athletics, Cross Country, Diving, Rugby League, Skiing and Trampolining in recent years.



Working at Kings Langley School

Well Being and Reasons to Work Here

Curriculum

- Teaching load for main scale teachers of 83% compared to the National suggested rate of 85%
- A culture of typicality is reinforced by non-lesson grading
- More straight forward planning as we teach to the top, with scaffolding required for some students
- All lessons begin with a quick start, with students knowing the protocols. This allows us all to start lessons in a prompt and orderly manner
- Subject area teams are given blocks of time in the summer to re-evaluate and amend their curriculum.



Registration

- A clear planned and resourced registration programme which supports character, numeracy and literacy across the curriculum. This means no planning for tutors and impact is seen in all subjects
- Equipment checks built into registration which enables all staff to run lesson properly as students are fully equipped for learning.

Behaviour

- A very clear behaviour system which is consistently applied enabling teachers to focus on students who want to learn.

Assessment

- A marking policy which includes live marking and green pen self-assessment with no carrying sets of books home unless the teacher chooses to.
- Assessments are encouraged to track progress but are most often marked by the students
- Two co-ordinated examination weeks per year group where students are given information and strategies on how to revise, so are encouraged to revise across all subjects independently
- The number of data entries has been reduced to 2 per year group and there is no longer a requirement to write subject comments on reports.

Working at Kings Langley School

Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.



Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.

Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

