**Position: Assistant Curriculum Leader for PE**

**Scale: MPS/UPS + TLR2b**

**For January 2020,** we are seeking to appoint an innovative and inspiring practitioner and aspirant leader to join our PE Department at Saddleworth School. This is an exciting opportunity for someone looking for a promoted post to become part of an outstanding team, which has a strong reputation both locally and nationally. **It is expected that the successful applicant will offer and be responsible for, boys PE**. We are looking for someone with drive, enthusiasm, energy and strong interpersonal skills, to take a lead on the vocational curriculum in PE and associated assessment.

**Contract type and term:** Full Time/Permanent **Disclosure Level:** Enhanced

**Applicants will:**

* Be passionate about teaching and encouraging students to foster a love of learning that extends beyond the classroom.
* Be committed to developing their pedagogy and practice through engagement with professional learning opportunities.
* Be optimistic and committed to establishing high expectations and improved outcomes.
* Be a great team player as well as a leader.

For an informal discussion or to arrange a visit please contact Miss Rachael Muir (Curriculum Leader) – [r.muir@saddleworthschool.org](mailto:r.muir@saddleworthschool.org) or Mr Darren Casey (Assistant Headteacher) – [d.casey@saddleworthschool.org](mailto:d.casey@saddleworthschool.org)

**Deadline for applications: Friday 18th October 2019, 12 noon.**

**Interviews will be held on during the following week**

Please send completed applications to Mrs P Price. E-mail: [**p.price@saddleworthschool.org**](mailto:p.price@saddleworthschool.org)

**INFORMATION PACK**

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**Position: Assistant Curriculum Leader for PE**

**Scale:** MPS/UPS *+ TLR2b*

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

**Section 2: Department Information**

**Section 3: Job Description**

**Section 4: Person Specification**

Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply. We are seeking to create an exciting learning environment where children and colleagues feel **inspired** and **empowered**.

I joined the Saddleworth team in January 2012. My first impression was of a well ordered school where children are respectful; a setting in which powerful teaching and learning can flourish. In March 2018, OfSTED judged the school to be “Good” identifying many very strong features. We are looking for colleagues who are focussed on building strong and genuine relationships with children that enable them to learn, develop and flourish.

Saddleworth is a comprehensive and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; pupils join us from picturesque villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead. Whilst the school buildings are not as good as we would like, we are striving to make the most of what we have and we will move to a new build at Diggle in 2020 as part of the Government Priority Schools Building Programme.

Due to our success, the school has been extended significantly over the years and we are now able to accommodate 1380 children, organised into five year groups with up to 280 pupils in each. Although we have restricted space on site, many colleagues work with children away from the school be it via the extremely popular Duke of Edinburgh Award Scheme, excellent PE and sport opportunities or in foreign languages and internationalism. The new school has being designed to accommodate 1500 pupils and will remain an 11 – 16 school with 300 in each year group, and building should start in the new year.

Exam results are traditionally some of the best locally however, everyone at Saddleworth is focussed on improving formal outcomes for children whilst also ensuring that they feel valued and cared for. We are committed to ensuring that we continue to improve teaching and learning at the school and this will include ensuring all teachers are systematically observed at least three times each year and offered effective feedback focussed on developing and improving practice.

The key strength of the school is the staff. There are currently 86 teachers at the school and 60 support staff, be they in the excellent admin team, teaching assistants or site staff. There are some outstanding teachers at the school and there is a good blend of youth and experience. I am regularly struck by the dedication of colleagues who give generously of their time both in and out of school. The school is part of the Dovestone Learning Partnership made up of eight partner primaries and ourselves.

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to hearing from you.

Yours sincerely

Dave Watson

Headteacher

# F:\Saddleworth\Branding\Saddleworth Logo_40mm.jpgSection 1:

# An Introduction to Saddleworth School

# Oldham Metropolitan Borough

The Metropolitan Borough of Oldham was created in 1974 by the amalgamation of the former County Borough of Oldham with Division 23 of the former Lancashire County Council, together with a small part of the former West Riding of Yorkshire (Saddleworth). The Borough has a population of about 220,000 and an area of 55 square miles. A considerable part of the Borough consists of open space including part of the Peak National Park, and there is easy access to the Yorkshire Dales and the Lake District, via the excellent motorway system. There is a wide range of cultural and sporting activities within the Borough and in the neighbouring City of Manchester. Oldham is an amalgamation of towns and villages, new suburbs and isolated farms, well-built terraces and executive homes. There is a comprehensive range of housing available over a wide price band.

**Saddleworth School**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant

rural surroundings at the foot of the western slopes of the Pennines, some four miles east of

Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was

rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. Housing development is mainly of the higher value residential type. A wide range of housing is available within reasonable travelling distance. The school is situated at the northern end of Uppermill Village on the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road. A bus service from Manchester via Oldham terminates in Uppermill Square.

The school is oversubscribed and the number on roll is currently 1370 but will expand to 1500 when the school moves to brand new premises in the nearby village of Diggle in 2020. This new building is being funded by the Education Funding Agency through the Governments Priority Schools Building Programme. The current site was opened in 1911 and has had a number of buildings added over the years with the major capital project being completed over 30 years ago. In addition to the normal classrooms, facilities include 8 Science laboratories, 11 Art design and Technology rooms, multi-media resource centre, gymnasium, sports hall, computer facilities, assembly hall, dining hall, and canopied social areas. The outdoor sports facilities include an all-weather pitch and MUGA; further playing fields and swimming pool are available, some 15 minutes walk away.

On entry, children in Year 7 are placed in mixed ability classes, but set by ability in Maths as soon as possible. From Year 8 onwards, there is increasing use of setting, the nature of which varies from subject to subject. There is a long standing record of success rates in external examinations and pupils tend to leave with above average attainment. A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around three, hour and fifty minute periods of learning. Some departments use half periods. The pupils leave early on a Wednesday and all staff engage in training that runs from 1.30pm to 3.30pm.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of pupil dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected prefect body and the school council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each Home School. The school also has a Student Support Centre for pupils in need of additional support or time out from mainstream learning. We also have a “Seclusion” facility for pupils who have been unable to maintain the high standards of behaviour we expect.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and pupils can really flourish. By coming to Saddleworth, successful candidates have an excellent opportunity to fulfil their full potential in the teaching profession.

Approval has just been granted by the Secretary of State for the much publicised new build to take place in Diggle, and we are now in the six week period in which legal objections can be raised after which we begin the exciting journey to the development of a brand new state of the art building for the children of Saddleworth.

**Saddleworth School Values**

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth family
* All work hard and are considerate and courteous towards each other
* There is a strong belief in and practice of “can do and will do”
* We all embrace opportunity
* We are all encouraged to nurture and develop our passion
* Everyone has a shared sense of community or of themselves
* We develop a sense of our place within the global community
* There is strong mutual respect, pride in self and in others, tolerance and collaboration
* We all model the behaviours of responsible and successful individuals promoting aspirational attitudes and enabling fulfilment of potential in others
* We develop and encourage a growth mindset and positive attitudes in self and others
* We have a community based on equality and opportunity in which all are valued and can and do access
* We embrace success and take pride in our own achievements and those of others

**Key words**

Resilience Quality Opportunity Equality

High Expectations Safety Enjoyment in learning Fairness

Achievement Moral Citizens Equity Positive attitudes

**Section 2: The post and the department**

**Saddleworth School PE Department**

Post: **Assistant Curriculum Leader for PE**

Commencement Date: January 2020

Salary: MPS/ UPS + TLR2b

**The Post**

We are seeking to appoint an innovative and inspiring practitioner and aspirant leader to join the PE Department at Saddleworth School. This is an exciting opportunity for someone looking for a promoted post, to become part of an outstanding team which has a strong reputation both locally and nationally. **It is expected that the successful applicant will offer and be responsible for boys PE**. We are looking for someone with drive, enthusiasm, energy and strong interpersonal skills to take a lead on the vocational curriculum in PE and associated assessment.

**The Department**

PE at Saddleworth School is highly successful both in curricular and extracurricular terms, and as such, engagement, participation and outcomes are high. This is because of outstanding teaching and exceptional coaching across the full range of sports. The PE team at Saddleworth is renowned for their commitment and dedication and this is reflected in student attitudes towards the subject. The department is staffed by specialists, all of whom are very experienced and outstanding practitioners; there are also three senior leaders within the team.

A balanced and challenging curriculum is offered at KS3, and as well as a core offer at KS4, GCSE PE, Cambridge National, Dance and Health and Social Care are offered to level 2 qualification. The school competes locally and nationally at the highest level in a full range of sports, with exceptional performance in Rugby League and Netball. There is tremendous parental support for extracurricular sport and many of our students compete at local and national level in a range of sports outside of school. As well as outstanding attitudes to curricular PE, Saddleworth School is proud of and celebrates the number of students who go on to careers in professional sport when they leave us at 16, many of whom return to speak to the new generation to offer advice and inspiration and raise aspiration.

**Facilities and Resources**

This is an old building and as such, some of the facilities are a little tired, however the PE team make the very best of what we have with an outstanding curricular and extracurricular offer; the sports facilities are also used extensively by the community in the evenings and at weekends. We are in the process of building a new school which will be complete in 2021 and this includes fantastic sports facilities that we also hope will be attractive to and popular with the local and wider community.

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**Section 3: Job Description**

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| --- | --- |
| **Post Title** | **Assistant Curriculum Leader for PE** |
| **Purpose** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. * To monitor and support the overall progress and development of students as a teacher/form tutor. * To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. * To contribute to raising standards of pupil attainment. * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. |
| **Reporting To** | **Curriculum Leader for PE** |
| **Responsible for:** | Leadership and coordination of boys PE  Leadership and coordination of curriculum and assessment for vocational qualifications within the PE department  The provision of a full learning experience and support for pupils |
| **Liaising with:** | Senior Leadership team, teaching/support staff, LA representatives, external agencies |
| **Working Time:** | Full time |
| **Salary/Grade:** | **MPS/UPS + TLR2b** |
| **MAIN (CORE) DUTIES** | |
| **Teaching** | * To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere. * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. * To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils. * To ensure that ICT, literacy, Numeracy and school subject specialisms are reflected in the teaching and learning experience of pupils. * To undertake a designated programme of teaching. * To ensure a high quality learning experience for pupils which meets internal and external quality standards. * To prepare and update subject materials. * To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the syllabus. * To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures. * To mark, grade and give written/verbal and diagnostic feedback as required. |
| **Operational/ Strategic Planning** | * To assist in the development of appropriate syllabi, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department. * To contribute to the curriculum area and department’s plan and its implementation. * To plan and prepare courses and lessons. * To contribute to the whole school’s planning activities. |
| **Curriculum Provision and development** | * To assist the Curriculum Leader in ensuring that the curriculum area provides a range of teaching that supports the school’s strategic objectives. * To be responsible for and advise the curriculum leader on boys PE and the vocational courses within the PE curriculum and associated assessment * To ensure that the boys’ KS3 curriculum builds on the experience of children from primary school * To ensure continuity and curriculum progression towards KS4 * To assist in the process of curriculum development and change to ensure continued relevance to pupils’ needs, examining bodies and the school’s aims and ethos. |
| **Professional Development:** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development. * To continue personal development in the relevant areas including subject knowledge and teaching methods. * To engage actively in the Performance Management Review process. * To ensure the effective/efficient deployment of classroom support. * To work as a member of a designated team and to contribute positively to effective working relations within the school. |
| **Quality Assurance:** | * To help to implement and adhere to school quality procedures. * To contribute to agreed school monitoring and evaluation processes, including evaluation against quality standards and performance criteria, and to implement modification/improvement when required. * To review from time to time methods of teaching and programmes of work. * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and personal functions of the school. |
| **Management Information:** | * To maintain appropriate records and to provide relevant, accurate and up to date information for MIS, registers etc. * To complete the relevant documentation to assist in the tracking of pupils. * To track pupil progress and use information to inform teaching and learning. |
| **Communications:** | * To communicate effectively with the parents of pupils as appropriate. * To communicate and co-operate, where appropriate, with persons or bodies outside the school. * To follow agreed policies for communications in the school. |
| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, PDR Days and liaison events with partner schools. * To contribute to the development of effective subject links with external agencies. |
| **Management of Resources:** | * To contribute to the process of the ordering and allocation of equipment and materials. * To assist the curriculum leader in identifying resource needs and to contribute to the efficient/effective use of physical resources. * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and pupils. |
| **Pastoral System** | * To be a form tutor to an assigned group of pupils. * To promote the general progress and well-being of individual pupils and of the form group as a whole. * To liaise with the pastoral staff to ensure the implementation of the school’s pastoral system. * To register pupils, accompany them to 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 required. * To contribute to the preparation of action plans, progress files and other reports. * To alert appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. * To communicate as appropriate with parents and with persons or bodies outside school concerned with the welfare of individual pupils, after consultation with the appropriate staff. * To contribute to SPACE (the School’s PSHCE, citizenship and enterprise curriculum) where appropriate in line with school policy. * To apply the behaviour management systems so that effective learning can take place. |
| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example |
| **Other Specific Duties:** | |
| * To promote actively the school’s corporate policies * To engage in personal professional development as agreed * To engage actively in the school’s Appraisal process * To undertake any other duty as directed by or in negotiation with the Headteacher not mentioned in the above * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified * Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description   Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers  The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment or any employee who develops a disabling condition  This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**Section 4: Person Specification**

Essential Desirable

|  |  |  |  |
| --- | --- | --- | --- |
| Qualifications  1. Relevant degree or equivalent  2. Teaching qualification | ✓  ✓ |  | Letter  Letter |
| Experience   1. Experience of teaching PEat Key Stage 3 and 4 2. Experience of teaching across the age and ability range 3. Experience of working with a tutor group 4. Experience of working with colleagues to ensure students’ individual needs are met 5. Experience of using a range of teaching and learning styles to ensure students learn effectively 6. Experience of developing learning materials and assessment for KS4 subjects in PE | ✓  ✓  ✓  ✓ | ✓      ✓ | Letter/Interview  Letter/Interview  Letter/Interview  Letter/Interview  Letter/Interview  Letter/Interview |
| Interpersonal   1. Ability to work co-operatively with a wide range of staff and as part of a team 2. Ability to relate positively to students and show a fundamental commitment to them and their development 3. Ability to work in partnership with Governors, parents and the community 4. Commitment to achieving high standards 5. A passion for PE and sport 6. A great sporting role model 7. A creative thinker 8. Sense of humour 9. Ambitious for self and others | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ | ✓ | Letter/References/  Interview  Letter/References/ Interview  Letter/Interview  Letter/Interview  Letter/Interview  Interview  Interview  Interview  Interview |
| Knowledge/skills   1. A great teacher 2. Clear expectations on student behaviour and discipline 3. Administrative and organisational skills, with good attention to detail 4. Good oral and written skills 5. Good ICT skills | ✓  ✓  ✓  ✓ | ✓ | Letter/Interview  Letter/Interview  Letter/Reference  Letter |