

**TRUST IN LEARNING ACADEMIES BRISTOL**  
**JOB DESCRIPTION**



**Place of work:** Bridge Learning Campus

**Job Title:** PE Teacher

**Job Level/scale:** National scale for Teachers

**Responsible to:** Curriculum Leader for PE

**Job Purpose:** To maximise the achievement of all children in your charge  
To be responsible for these children’s safety and welfare  
To assist in the development of the phase/department & other staff within the Campus  
To deliver agreed teachers standards and expectations

**Duties:** The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Generic responsibilities:**

- All members of staff at Bridge Learning Campus have a collective responsibility for securing the vision of the Campus and the benefits of all-through and inclusive education
- All members of staff have a responsibility for helping to develop and secure continued improvement for their ‘school’ or phase of education
- To play a full part in the life of the Campus community, to support its distinctive vision & ethos and to encourage staff/students to follow this

**Part 1: Teaching**

<b>Responsibility for:</b>	<b>To include:</b>
1. Setting high expectations which inspire, motivate and challenge students	a) Establish a safe and stimulating environment for pupils, rooted in mutual respect b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils	a) be accountable for pupils’ attainment, progress and outcomes b) plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs

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	<p>c) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  d) encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>
<p>3. Demonstrate good subject and curriculum knowledge</p>	<p>a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings  b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>
<p>4. Plan and teach well-structured lessons</p>	<p>a) impart knowledge and develop understanding through effective use of lesson time  b) promote a love of learning and childrens' intellectual curiosity  c) set homework and plan other out-of-class activities to consolidate and d) extend the knowledge and understanding pupils have acquired  e) reflect systematically on the effectiveness of lessons and approaches to teaching  f) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 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  c) 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.</p>
<p>6. Make accurate and productive use of assessment</p>	<p>a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  b) make use of formative and summative assessment to secure pupils' progress  c) use relevant data to monitor progress, set targets, and plan subsequent lessons</p>

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	d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. Manage behaviour effectively to ensure a good and safe learning environment	<p>a) 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</p> <p>b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>c) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>
8. Fulfill wider professional responsibilities	<p>a) make a positive contribution to the wider life and ethos of the school, including the provision and support for extra-curricular PE clubs, teams and activities as directed by the curriculum leader.</p> <p>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) deploy support staff effectively</p> <p>d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being</p>
9. Tutoring	<p>Fulfil tutoring role where required to include:-</p> <ul style="list-style-type: none"> <li>● Pastoral and welfare support to students</li> <li>● Co-ordinate tutor based activities/sessions</li> <li>● Contribute towards House activities and development</li> <li>● First line of contact to parents</li> <li>● Develop positive home/school relationships</li> <li>● Model values, ethos and policies of the Campus with students</li> <li>● Maintain record keeping eg attendance and rewards/sanctions data</li> <li>● Communicate effectively with Head/Deputy Heads of Key Stage</li> <li>● Engage fully in tutor responsibilities to monitor and review student progress</li> </ul>

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - a) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - b) Showing tolerance of and respect for the rights of others
  - c) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - d) Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the campus in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Fluency Duty**

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to converse in spoken English with ease and provide accurate advice around complex situations without hesitation or difficulty for extended periods of time

### **Additional Duties**

Any other duty deemed reasonable, as directed by the Director of Phase.

### **Review of Performance**

The Appraisal Cycle will focus on the post holders' job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

### **Code of Conduct**

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

**Fluency Duty**

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to converse in spoken English with ease and provide accurate advice around complex situations without hesitation or difficulty for extended periods of time

**Generic Responsibilities**

- To follow all Campus policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with Students in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures. To ensure that children’s safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active and positive role in the campus’s commitment to the development of staff, and their annual appraisal procedures
- To work with visitors to the campus in such a way that it enhances the reputation of BLC
- To seek to improve the quality of the Campus’s service
- To present oneself in a professional way that is consistent with the values and expectations to the campus.

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 responsibilities and duties of the post, each individual task undertaken may not be specified.

Date of Job Description: .....

Signed:..... (Teacher)