

HEAD OF PRIMARY PE AND SPORT JOB DESCRIPTION

LOCATION	The British International School of Kuala Lumpur (BSKL)
JOB PURPOSE	Everything we do is driven by our vision: to nurture resilient, creative global citizens who will go on to change our world for the better. By joining a Nord Anglia Education school as Head of Primary PE and Sport, you will lead the development of a dynamic and inclusive programme that inspires every child to participate, achieve, and thrive. In this role, you'll: • Take responsibility for the design, delivery, and continual improvement of PE and Sport across the Primary School. • Build strong relationships with students, parents, colleagues, and external partners to ensure sport and physical activity are at the heart of school life. • Work collaboratively across departments and phases to embed high-quality teaching, innovative practice, and exciting opportunities for all learners. • Shape a culture of excellence and wellbeing, where sport builds character and fosters ambition on both a local and global scale. • As a Head of Department, you will provide professional and inspirational leadership and management, ensuring: • High-quality teaching and learning. • Effective use of resources. • Improved outcomes for all students. All teaching staff are expected to demonstrate the skills and expertise required to lead within their subject area. You will play a key role in raising standards, not only through the quality of your own teaching, but also by mentoring and developing colleagues. We are looking for educators with curiosity, creativity, and open minds – teachers who embrace innovation and actively contribute to new ideas.
REPORTING TO	Director of Student Enrichment
DIRECT REPORTS	Primary PE teachers, Sport Assistant Teacher

OTHER KEY RELATIONSHIPS	Internal: ▪ Learning/Teaching Assistants, SEN Team, Heads of Department, Primary Teachers	External: ▪ FOBISIA ▪ AIMS
KEY RESULTS AREA		PERFORMANCE MEASUREMENT
ENGAGEMENT AND INTERACTION – SCHOOL AMBASSADOR TO THE COMMUNITY		
▪ Establish strong partnerships with parents, involving them actively in their child’s learning journey in PE and Sport. Provide clear and timely information about curriculum, progress, attainment, and targets. ▪ Develop meaningful connections with the wider community, including businesses, local organisations, and international partners, to enhance the subject and broaden student opportunities. ▪ Communicate effectively, orally and in writing, with parents and external partners, promoting the school’s provision and exposing students to a wide range of sporting experiences. ▪ Play an active role in admissions, transition, and the welcoming of new students, ensuring that families feel supported and engaged from the outset. ▪ Represent the school positively at events, competitions, and community activities, modelling professionalism and promoting the values of Nord Anglia Education (NAE) and BSKL.		▪ Employee performance review rating(s) ▪ Training feedback ▪ Team’s feedback ▪ Campaign performance ▪ Programme success
LEARNING AND TEACHING		
▪ Possess excellent knowledge and understanding of: ▪ Pedagogical approaches to teaching PE across EYFS, KS1 and KS2. ▪ Up-to-date curriculum developments, initiatives, and national requirements for PE and sport. ▪ High-quality teaching strategies to sustain outstanding standards of learning and achievement for all students. ▪ Ensure effective teaching and learning by: ▪ Providing curriculum coverage, progression, and continuity for all students, including those with EAL, SEN, and high ability. ▪ Guiding staff on appropriate teaching methods and ensuring clarity of learning objectives in lessons. ▪ Embedding literacy, numeracy, ICT, and citizenship into PE teaching. ▪ Promoting independent and collaborative learning skills among students. ▪ Delivering intervention programmes to support student achievement and wellbeing. ▪ Actively contributing to the Connections Curriculum, extending learning beyond the classroom. ▪ Ensure robust assessment and evaluation by: ▪ Analysing and interpreting local, national, and school data to inform practice. ▪ Implementing policies for assessing, recording, and reporting on student achievement in line with school policy.		▪ Student progress data shows consistent improvement across EYFS, KS1, and KS2, including for EAL, SEN, and high-ability groups. ▪ Lesson observations and learning walks demonstrate high-quality teaching, aligned with whole-school pedagogical expectations. ▪ Assessment and reporting systems are implemented consistently and accurately across the department. ▪ Intervention programmes are in place, with measurable impact on student achievement and wellbeing. ▪ Evidence of effective integration of literacy, numeracy, ICT, and citizenship within PE lessons. ▪ Department contributes to enrichment initiatives such as the Connections Curriculum and extra-curricular sport. ▪ Safeguarding and pastoral records demonstrate proactive

▪ Monitoring student progress closely and planning interventions where needed. ▪ Using data to track underachievement, support targeted interventions, and identify gifted, talented, and able students. ▪ Support pastoral care by: ▪ Playing an active role in safeguarding, wellbeing, and student welfare, following all policies and procedures. ▪ Acting as a role model to students, consistently demonstrating care, empathy, and respect. ▪ Encouraging high standards of behaviour, attendance, punctuality, and dress, in line with BSKL's positive behaviour policy. ▪ Supporting personal development through trips, enrichment activities, and the House System. ▪	engagement and adherence to policy. ▪ Student behaviour, attendance, and punctuality data in PE is consistently strong.
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PLANNING AND PREPARATION

▪ Set high expectations and challenging targets for staff and students, ensuring alignment with school priorities. ▪ Work collaboratively with the EAL team, Learning Support, and other specialists to ensure personalised provision and effective use of Individual Education Plans. ▪ Establish clear short, medium, and long-term subject plans that: ▪ Align with whole-school aims, policies, and behaviour expectations. ▪ Identify priorities, timescales, criteria for success, and action steps. ▪ Are realistic, evidence-informed, and understood by all staff. ▪ Produce and publish comprehensive programmes of study and detailed schemes of work for EYFS, KS1, and KS2. ▪ Collaborate with the Director of Student Enrichment and Secondary Head of PE & Sport to ensure effective progression and challenge across phases. ▪ Contribute to the planning of the sports programme and co-lead the organisation of fixtures and competitions. ▪ Produce and review an annual development plan, aligning with whole-school development priorities. ▪ Ensure efficient management of resources, including ICT and sporting facilities, while exploring opportunities to innovate and expand provision.	▪ Short, medium, and long-term PE development plans are in place, understood by staff, and reviewed annually. ▪ Programmes of study and schemes of work are published, comprehensive, and aligned with school expectations. ▪ Evidence of collaboration with EAL, SEN, and Learning Support staff to personalise provision. ▪ Data analysis informs departmental planning, with SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets identified. ▪ Annual department development plan aligns with whole-school priorities and is reviewed for impact. ▪ Effective management and deployment of resources (staffing, ICT, facilities) is evident in audits, budget reports, and lesson delivery. ▪ Sports fixtures and programme planning are delivered successfully, with high levels of student participation and parental satisfaction.
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PROFESSIONAL AND PERSONAL DEVELOPMENT

▪ Prioritise effective time management, balancing teaching, leadership, and whole-school contributions. ▪ Take responsibility for continuous professional development, achieving challenging personal and professional goals. ▪ Provide leadership and support for staff through: - Establishing constructive working relationships. - Appraising performance in line with school policy. - Leading by example in professional dialogue, accountability, and evaluative practice.	▪ Evidence of active participation in professional learning (courses, coaching, regional or cluster collaboration). ▪ Achievement of agreed personal professional goals within appraisal cycle. ▪ Departmental staff appraisal and professional development
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Coaching, mentoring, and sourcing high-quality professional learning opportunities. - Contribute to strategic leadership by: - Keeping SLT informed of departmental priorities, progress, and professional development needs. - Creating a positive climate for teaching staff to feel confident, supported, and inspired. - Fully supporting the aims and vision of the school and Nord Anglia Education. - Performance will be measured against: - Achievement of student progress and attainment targets. - Quality and consistency of teaching and learning within PE and Sport. - Implementation and impact of development plans. - Effectiveness in building community partnerships and promoting BSKL's reputation. - Contribution to whole-school initiatives, pastoral care, and student enrichment. - Commitment to professional growth, staff development, and resource management.	records show clear growth in teaching quality. - Coaching/mentoring records demonstrate support provided to colleagues, with feedback showing improved practice. - SLT reports confirm alignment of departmental work with whole-school strategic direction. - Staff survey feedback indicates positive leadership climate and collaborative team culture. - Effective delegation, accountability, and role-modelling observed within the department. - Recognition (internal or external) of departmental achievements in student outcomes or community engagement.
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PERSONAL SPECIFICATIONS

- Qualified teacher with experience teaching in an international environment
- Hold a current Enhanced Criminal Records Bureau Disclosure for all countries lived in
- Compliance with visa requirements for working in Malaysia
- A commitment to safeguarding and promoting the welfare of all pupils, and a willingness to undertake appropriate child protection training when required.
- The ability to integrate technology into the classroom experience to enhance and extend the learning of students
- Successfully teach students using technology in a virtual/hybrid environment
- Strong proficiency with Microsoft Word and PowerPoint for producing reports and presentations.
- Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures.
- Excellent analytical skills – with the passion and drive to demonstrate and quantify success.
- Results orientated with the ability to consistently map efforts against identified KPIs.
- Excellent time management skills and flexibility in dealing with multi-functional tasks.

PERSONAL ATTRIBUTES

As our teammate, here's what we expect:

- You're passionate about education – excellent teaching and learning mean the world to you
- High levels of personal integrity
- Conscientious and able to focus on completing work to a consistently high standard
- Flexible and positive approach to work
- Excellent organisational and time-management skills; high attention to detail
- Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved
- Adaptable to working in a fast-paced, ever-changing environment
- Ability to work under pressure and remain calm
- Proactive and willingness to take on multiple tasks
- Self-motivated and enthusiastic
- Ability to work independently
- Must be a team player, willing to help and be flexible
- Continually strive for improvement

CREATE YOUR FUTURE

We're [Nord Anglia Education](#), the world's largest international schools organisation. Every day, our teachers and support colleagues help our thousands of students achieve more than they ever imagined possible.

A transformational education at one of our schools is focussed on excellent academic outcomes, creativity, wellbeing, and international connectedness. Our innovative use of educational technology also creates a personalised, 21st century learning experience for all students, while our global scale means we can recruit and retain the world's best teachers and offer unforgettable events and expeditions.

Our people are empowered to make a difference in their fields of expertise. Our fast pace of growth requires evolution and change from everyone, giving you the chance to define the role you do in the future. This challenges the learning agility of our employees and ensures every day brings interesting new experiences.

Founded in 1972 in the United Kingdom, our first international school opened in 1992 in Warsaw, followed by rapid growth across the world since the 2000s.

When you join our team, you'll become part of a global family of experts working for a fast-growing premium international brand.