



Blenheim

Head of GCSE Physical Education

September 2025

Salary Negotiable



www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim High School underwent a successful Ofsted inspection in November 2024, has been oversubscribed since 2020 and achieved some of its best public examination results in 2024 including a Progress 8 score of +0.28, placing student progress in the top quartile nationally. The school's ethos revolves around a Growth Mindset of wanting 'to improve' and the Headteacher, Mr A A Bodell, continues his long-term commitment to Blenheim.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1410 students on roll including over 200 in the Sixth Form. Blenheim is a mixed comprehensive and the academy's reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 40% of all students have high prior attainment at the end of Key Stage 2. In recent years the school's popularity has grown significantly, as detailed below:

| Year | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|-------------------------------------|------|------|------|------|------|------|------|------|
| Number of Year 7 Students Recruited | 248* | 248* | 248* | 248* | 248* | 234 | 209 | 188 |

* Waiting lists currently operate in these year groups.

As a Single Academy Trust Blenheim benefits from:

- A 36-week academic year with a fortnight October half term break and a 7-week summer holiday.
- A significant financial reserve which, as a Single Academy Trust, Blenheim has complete autonomy to invest.
- Formative assessment being embedded across the curriculum ensuring that students know their 'next steps'.
- Modern buildings and infrastructure, that has benefitted from c.£2.6 million of recent investment
- A strategic goal prioritising staff well-being, led by the senior whole school well-being lead.
- A comprehensive Co-curricular programme prioritising the development of the whole student.
- A Chelsea FC Blenheim Girls' Football Academy that competes in the National Youth Football League.
- A 'Blenheim Ambition' Dance Academy and a Blenheim Golf Academy.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and 13 students with complimentary biscuits, squash and pizza.

Blenheim's recent [Ofsted inspection \(Nov 2024\)](#) was successful with the school being praised in several areas:

- 'Pupils rise to teachers' high expectations & therefore achieve well, both in school and in public examinations'.
- 'The school's high expectations for behaviour mean that pupils' conduct is excellent in lessons and social time'.
- 'Pupils produce work of a high standard, including disadvantaged students and those with SEND'
- 'Overwhelmingly, staff feel valued and are confident that their welfare and workload are taken seriously. They are proud to work at the school.'
- 'The school provides a raft of inclusive and ambitious experiences to help all students achieve their potential'

Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, a recently refurbished AstroTurf and hard-court area, bespoke sixth form facilities, new audio-visual teaching screens throughout and a fully refurbished staff room. Together with a very supportive and well qualified governing body the school continues to prosper. Visitors often comment on the calm, purposeful learning environment that pervades and is a consistent feature of the School.

Blenheim sets high standards in terms of uniform with several 'non-negotiables' and there are strict expectations regarding behaviour and conduct, both in and out of the classroom. Students can be given up to 1 hour detention on any given day without 24 hours' notice. Ofsted described Blenheim as 'calm, orderly and purposeful' and our students as 'respectful, kind and courteous', which is what those of us who work at Blenheim see every day. The Headteacher has little sympathy for poor standards of student behaviour.

As Blenheim students prepare to take up their place in society, they are actively encouraged to become independent learners. Part of this process involves the use of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable, and this helps ensure that students develop attributes that will allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school, whilst Bespoke Blenheim exercise books continue to be the primary medium for student work.

BLENHEIM GCSE RESULTS 2024 (Progress 8 = +0.28)

Blenheim's 2024 GCSE and A Level results broke several school records in a number of areas. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance, coupled with an extended day for Years 11 & 13 students, informed this achievement.

Headline Figures

GCSE Grade 9 - 7

| | Blenheim 2024 | Blenheim 2023 | Blenheim 2019 |
|---------------------------------------|------------------|------------------|------------------|
| 5 or more 9 - 7 incl. Maths & English | 10%* | 10% | 4% |
| English Language 9 - 7 | 24%* | 22% | 9% |
| English Literature 9 - 7 | 29%* | 24% | 12% |
| Maths & English only 9 - 7 | 10% | 14%* | 8% |
| Combined Science 9 - 7 | 28%* | 27% | 21% |
| Maths 9 - 7 | 16% | 18% | 21%* |
| Total 9 - 7 | 25%* | 23% | 17% |
| School Record * | | | |

GCSE Grade 9 - 5

| | Blenheim 2024 | Blenheim 2023 | Blenheim 2019 |
|---------------------------------------|------------------|------------------|------------------|
| 5 or more 9 - 5 incl. Maths & English | 46%* | 44% | 41% |
| English Language 9 - 5 | 56% | 59%* | 53% |
| English Literature 9 - 5 | 58% | 62%* | 53% |
| Maths & English only 9 - 5 | 48% | 49%* | 49%* |
| Combined Science 9 - 5 | 66%* | 65% | 53% |
| Maths 9 - 5 | 55% | 52% | 58%* |
| Total 9 - 5 | 57%* | 55% | 53% |
| School Record * | | | |

English Baccalaureate Curriculum Outcomes (Grades 9 – 5 and 9 - 7).

| | Blenheim 2024 | Blenheim 2023 | Blenheim 2019 |
|-----------------|------------------|------------------|------------------|
| Geography 9 - 7 | 26%* | 21% | 17% |
| Geography 9 - 5 | 52% | 50% | 57%* |
| History 9 - 7 | 27%* | 21% | 16% |
| History 9 - 5 | 54%* | 50% | 35% |
| French 9 - 7 | 43%* | 38% | 40% |
| French 9 - 5 | 79%* | 69% | 75% |
| Spanish 9 - 7 | 43%* | 34% | 36% |
| Spanish 9 - 5 | 69% | 82%* | 68% |
| School Record * | | | |

The 2024 Progress 8 figure of +0.28 (DfE, 2024) places Blenheim in the top quartile of secondary schools nationally.

BLenheim GCSE RESULTS 2024

10 Highest Achieving GCSE Students.

| Name | GCSE | | | | Destination |
|------------|---------|---------|---------|---------|---------------------|
| | Grade 9 | Grade 8 | Grade 7 | Grade 6 | |
| Student 1 | 6 | 2 | 1 | | Sixth Form College |
| Student 2 | 4 | 5 | | | Blenheim Sixth Form |
| Student 3 | 5 | 3 | 1 | | Blenheim Sixth Form |
| Student 4 | 3 | 6 | | | Sixth Form College |
| Student 5 | 4 | 3 | 2 | | Blenheim Sixth Form |
| Student 6 | 6 | 1 | 2 | 1 | Blenheim Sixth Form |
| Student 7 | 3 | 5 | | 1 | Blenheim Sixth Form |
| Student 8 | 4 | 2 | 3 | | Sixth Form College |
| Student 9 | 5 | 2 | | 1 | Blenheim Sixth Form |
| Student 10 | 3 | 4 | 1 | 1 | Sixth Form College |

BLenheim A LEVEL RESULTS 2024

A Level Outcomes

| | Blenheim 2024 | Blenheim 2023 | Blenheim 2019 |
|-----------------|------------------|------------------|------------------|
| A* - A | 25%* | 23% | 16% |
| A* - B | 47% | 50%* | 41% |
| A* - C | 71% | 76% | 71% |
| School Record * | | | |

L3 BTEC Outcomes

| | Blenheim 2024 | Blenheim 2023 | Blenheim 2019 |
|-----------------|------------------|------------------|------------------|
| D* | 15%* | 13% | 6% |
| D* - D | 62%* | 52% | 25% |
| D* - M | 93%* | 80% | 50% |
| School Record * | | | |

10 Highest Achieving A Level Students.

| Names | Grades | Qualification 1 | Qualification 2 | Qualification 3 | Qualification 4 | Destination |
|------------|----------|---------------------|--------------------|--------------------|--------------------|--|
| Student 1 | A*A*A*A* | Art | Chemistry | Maths | Further Maths | Durham – Mathematics |
| Student 2 | A*A*A | English Lit/Lang | Sociology | Media | | St Mary's - Creative and Professional Writing |
| Student 3 | A*A*A | History | Sociology | Politics | | Warwick - Politics and International Studies |
| Student 4 | A*A*A | Maths | Physics | Further Maths | | Bath - Economics with Professional Placement |
| Student 5 | A*A*A | Maths | Psychology | Biology | | Exeter - Finance with Year Abroad |
| Student 6 | A*A*B | English Lit/Lang | Sociology | Maths | | York - Law |
| Student 7 | A*A A | English Lit/Lang | Biology | Chemistry | | Bath - Biology with Professional Placement |
| Student 8 | A* A A B | Maths | Chemistry | Physics | Further Maths | Southampton - Electronic Engineering/Computer Systems |
| Student 9 | A A A | Chemistry | Maths | Physics | | Southampton - Mathematics |
| Student 10 | A A A | History | Maths | Psychology | | Exeter - Computer Science with Industrial Experience |

JOB PROFILE



The Aim

To ensure that students make maximum progress in GCSE Physical Education. The successful candidate will emphasise a Growth Mindset modelling the characteristics of hard work, resilience, innovation and improvement.

Accountable to:

- Head of Physical Education.

Supporting roles

- The Head of GCSE Physical Education will be supported by the Wider Leadership Team, Physical Education teachers, curriculum administrative support assistants and teaching assistants.

Job Purpose:

- To ensure that all students make maximum progress. This particularly applies to pupil premium students and the successful candidate will work closely with the Assistant Headteacher – pupil premium lead, in this regard.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with GCSE Physical Education.
- To support and challenge members of the Physical Education department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by the Physical Education department delivering creative, innovative and rewarding lessons.
- To role model excellent practices, actively encouraging other members of the Physical Education department to do the same, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- To effectively lead GCSE Physical Education so protocols are consistently followed e.g. deadlines are met, students' have challenging starter activities, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc.

- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT marking.
- To encourage a culture of shared practice in the Physical Education department where resources are shared.
- To communicate with parents on a range of issues, particularly where students are underachieving.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To keep abreast of national developments including specifications, examination requirements and teaching processes within the department.
- Regularly review specification taught, initiating and leading change as required, thereby ensuring that students within the Physical Education department follow appropriate specifications and schemes of work that meet legal requirements and provide challenge to enable pupils to fulfil their potential.
- To monitor and carry out the AQA GCSE practical moderation.
- To monitor, moderate and standardise the PDP coursework.
- To maintain an updated GCSE Physical Education progress tracker.
- To oversee and manage all GCSE Physical Education data reporting.

Safeguarding:

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key Responsibilities:

- To monitor, track and intervene with underachieving GCSE Physical Education students.
- To support and challenge teachers delivering GCSE Physical Education.
- Be a champion for GCSE Physical Education advocating its place in the curriculum and the benefits it will provide students whilst they are at school and when they leave.
- Ensure all students succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Lead GCSE Physical Education department meetings.
- Produce internal and external reports as necessary.
- Work within school systems to inform teaching and non-teaching staff about students' progress.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure students with unique needs are effectively catered for.
- To analyse student data and to intervene swiftly, as necessary, communicating with parents of underachieving students on a regular basis.
- Uphold and promote the values and ethos of the school.
- Liaise with external moderator and enter students for practical element
- Plan and deliver a Physical Education mock moderation
- Plan and deliver GCSE Physical Education moderation day
- Make sure all schemes of work and resources are up to date.
- Conduct formal lesson observations of Physical Education staff.
- Work with HOD to complete department book scrutiny each half-term
- Be the main link within the department for house competitions.

Person Specification:

- A willingness to embrace a growth mindset.

- A commitment to help students improve Cultural Capital so that their chances of success in the world are enhanced.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good' and playing a full part in #TeamBlenheim.
- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to motivate students to achieve their academic and non-academic potential.
- Commitment to provide a supporting and challenging environment for vulnerable students.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the leadership team, publicly.
- To challenge school policy, and the leadership team, privately.



THE APPLICATION PROCESS

Please either click on 'Quick Apply' or complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

If choosing to complete the school's application form then please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 28th April 2025** with interviews scheduled for later that week. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

