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| http://www.sportimpact.co.uk/images/logo-mobile.pngH:\Images\New Branding 2013\07_Useful_graphics\07_Useful_graphics\02_Crest_typography\crest_typo_rgb_150dpi.png  | JOB DESCRIPTION & PERSON SPECIFICATION |
|  School Sports Specialist (SSS) |

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| RESPONSIBLE TO: | The Headteacher / Governors / Partnership Director | DATE: | April 2019 |

# Job Description

## Main Purpose of the Job

### Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work as well as conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents / carers in the best interests of their pupils.

### As a School Sport Specialist (SSS) your main role is to work collaboratively with primary schools. The aim is to develop high quality physical education, health and school sport for all young people. You will assist schools in completing face-to-face self-reviews and action planning as well as support primary colleagues in the delivery of high-quality teaching and learning. In addition, you may be working with secondary school PE departments to support the development of young people as leaders.

### The teachers’ standards in England apply to all SSS regardless of their career stage. Part one refers to teaching. Part two refers to professional and personal conduct; this latter will be used to assess cases of serious misconduct, regardless of the sector or phase in which the teacher works.

## Dimensions

### STUDENTS

### Students in our partnership schools.

### STAFF/Schools

Designated primary and secondary schools in your charge.

## Principal Accountabilities

### **STRATEGIC DEVELOPMENT AND DIRECTION WITH SPORT IMPACT SCHOOLS**

To ensure that:

* Schools have a clear vision for physical education (PE), health and school sport.
* PE, health and school sport provision contributes to overall school improvement (e.g. SMSC, working with parents / carers).
* Strong leadership and management is demonstrated when promoting PE, health and school sport.
* A broad, balanced, rich and engaging PE curriculum is provided.
* Self-evaluation strategies are robustly and regularly used to measure the impact of agreed strategies.

### **SECURING AND SUSTAINING EFFECTIVE TEACHING AND LEARNING WITHIN SPORT IMPACT SCHOOLS**

#### Provide and model highly effective Physical Education CPD for primary school staff across a range of physical activities including invasion games, athletics, dance, gymnastics as well as outdoor and adventurous activities.

#### Support teachers to achieve high quality outcomes for young people through PE, health and school sport by providing high effective individual guidance. Strong mentoring and coaching skills are required.

### **EFFECTIVE AND EFFICIENT COLLABORATION WITH COMMUNITY PARTNERS**

#### Develop strong working relationships with community partners to maximise the benefits for teaching and learning of physical education and school sport as well as promote healthy lifestyles. (e.g. Rugby Football Union, Youth Sport Trust, London Scottish, the Rugby Football Union, Create Development, Dukes Meadow, and Brentford Football Club Community Sports Trust).

#### Develop strong professional relationships within school competition clusters to deliver the School Games as well as, where necessary, niche physical activities (e.g. dance festivals).

#### Plan, deliver and evaluate high quality one-off events which promote participation and / or competition within and across schools as well as key stages.

### **PROMOTION AND IMPLEMENTATION OF NATIONAL PROGRAMMES**

#### Develop a good knowledge of national programmes linked to delivering high quality PE, health and sport.

#### Support the development and effective delivery of the School Games.

#### Promote intervention strategies for targeted groups to develop healthy active lifestyles.

### **COMMUNICATIONS**

#### Participate in relevant school meetings as calendared or directed.

#### Maintain close communications with the Line Manager.

#### Consistently encourage a positive attitude to school and subject both within and outside school.

#### Keep all colleagues up-to-date with Sport Impact responsibilities..

### **GENERAL**

#### Carry out the professional duties of a schoolteacher.

#### Carry out supervisory duties in line with published rotas.

#### Follow all school policies and procedures and implement them where required.

#### Participate in appropriate meetings with colleagues and parents/carers relative to professional duties.

## Knowledge and Experience

Please see Person Specification

## Performance Standards

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

## Additional Information

### This job description describes the range of duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

### This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time, after consultation with the post holder.

### The post requires that you should take an appropriate share of the responsibilities attached to staff generally within the school in connection with the work of the team/department and school.

### Post-holders will adhere to the Staff Code of Conduct and the Dress Code for Staff and show a record of excellent attendance and punctuality.

### Post holders may deal with sensitive material and should maintain confidentiality in all school-related matters. Child Protection Policies and Procedures, and General Data Protection Requirements are to be followed at all times.

### Post-holders will participate in the School’s appraisal system.

### Post-holders will be involved, as required, with the development of quality standards and performance measures and to ensure they are implemented and maintained.

### Post-holders will provide support to students during periods of contact and help promote the values and aims of the School and a general feeling of well-being at all times.

### Post-holders will undertake other work of an appropriate nature in the interests of the School, as directed by the Headteacher.

## Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and contract. Within such conditions of employment, the description of your post is as follows:

### PROFESSIONAL DUTIES

### The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

### This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers’ Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteacher’s direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

### This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require – but only to an extent consistent with those conditions of employment, and only after consultation with you.

### The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

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| Job holder signature: |  | Date: |  |
| print name and title: |  |

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| Line manager signature: |  | date: |  |
| print name and title: |  |

Person Specification

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| SECTION | ASSESSMENT METHOD |
| EDUCATION, QUALIFICATIONS & TRAINING |
| * DfE Qualified Teacher Status
* Degree or good professional qualification
* Evidence of further professional development
 | Application formProof of qualifications |
| EXPERIENCE |
| * Successful teaching experience (includes teacher training)
* Experience of lesson planning
* Experience of management and leadership within a department / faculty / pastoral system
 | Application formInterview |
| PERSONAL SKILLS AND ABILITIES |
| * Excellent classroom teacher with the ability to utilise an effective range of teaching and learning styles to produce outstanding outcomes
* Ability to set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing student’s behaviour constructively
* Ability to ensure the safety and well-being of students at all times
* Ability to plan and evaluate your work with a view to improving school standards and attainment
* Ability to maintain records of student progress and achievements in order to provide evidence of work, progress and attainment over time
* Ability to work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate
* Ability to work collaboratively with specialist teachers and other colleagues to enhance students’ learning
* Ability to provide opportunities for students to develop awareness of cross-curricular themes and key skills
* Ability to prioritise work and work to deadlines
* Very good organisational skills
* Energy and enthusiasm for the education of young people
* Ability to utilise an effective range of teaching and learning styles
* Ability to create a learning environment that values all students equally and enables all to achieve
* Have a high degree of professionalism, which is modelled on a daily basis in the workplace and when representing the school.
 | Application formInterviewTasks |
| SKILLS & KNOWLEDGE |
| * Written and spoken fluency and accuracy in English.
* A thorough understanding of the relevant programmes of study
* A good understanding and competence in ICT
* Ability to maintain records and to provide evidence of work, progress and attainment over time
* Knowledge of current educational initiatives and developments
* Knowledge of the principles of good classroom management
* An excellent understanding of assessment, monitoring, recording and reporting procedures
 | Application formInterviewTasks |
| COMMITMENTS |
| * A commitment to the aims and values of the partnership schools
* A commitment to the highest standards of child protection
* Commitment to equal opportunities
* Commitment to achieving high standards
* Commitment to all aspects of inclusive education
* Committed to teaching and to further professional development
* Be willing to participate in extra-curricular and enrichment activities in the chosen subject area.
 | Application formInterviewTasks |

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.