



SHERBORNE

APPOINTMENT OF
HEAD OF PHYSICAL EDUCATION
September 2019



AN INTRODUCTION TO SHERBORNE

Re-founded by royal charter in 1550, Sherborne is a boys' independent school situated in the shadow of Sherborne Abbey.

The School community is a warm and vibrant one and we enjoy a rich heritage and ambitious outlook. The boys are talented, engaged and so, too, are the staff. The co-curricular provision is of outstanding breadth and quality.

Our distinctive features include:

- A **full-boarding environment** where boys live, work and study together seven days a week during term time. This generates a sense of community and purpose, and ensures there is plenty of time away from the classroom for boys to play, reflect, socialise and develop their talents
- An **all-boys education**. Shirburnians are allowed to be boys – something that we believe is essential to their growth
- A **strong partnership with Sherborne Girls**, meaning our boys can socialise with girls and occasionally study alongside them, while enjoying the benefits of a single-sex education
- A **unique location** in a beautiful market town that is peaceful and safe, without being sleepy, and has excellent transport links to London
- **Outstanding opportunities to excel**, whether academically or in co-curricular activities. We are ambitious for our boys: with our help, they go on to achieve great things as evidenced by the highly distinctive and diverse alumni record

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a horizontal line and a small dot.

Dr Dominic Lockett
Headmaster and Chief Executive



ACADEMIC EXCELLENCE

Academic excellence sits at the core of the School's educational experience. Our boys are challenged and supported to realise their full academic potential and we are proud of their achievements.

In 2018, 75% of all A level entries were A*-B grades, as were 86% of GCSE grades. 43% of A level grades were A* or A, with 56% of GCSE results coming in at A*, A, 9, 8 or 7. Historically, boys at Sherborne have not only performed strongly in their public examinations, but also produced excellent value-added scores, too. In recent years our Sixth Form value-added has placed us within the top few percent of independent schools. Shirburnians not only do well in their exams but they also make outstanding academic progress during their time with us.

We expect our teachers to prepare and teach lessons of the highest quality, engaging and inspiring the boys to work hard and pursue excellence. Teachers also need to help and encourage boys to cultivate the personal habits of mind and character that underpin a lifelong love of learning.

Our boys are individuals; teaching, feedback and monitoring progress must be tailored carefully to their needs. We recognise that this quality of teaching requires support. We have a very generously funded INSET programme, lively ongoing professional dialogue, including our own in-house teaching strategies magazine, and an appraisal system which emphasises professional development.

THE BOYS ARE FOCUSED AND HIGHLY CO-OPERATIVE LEARNERS
WHO ENJOY AND APPRECIATE THE TEACHING THEY RECEIVE.

ISI INSPECTION 2015





CO-CURRICULAR

At Sherborne, we aim to feed the boys' minds, bodies and spirits. Our co-curricular programme operates alongside, and in conjunction with, our academic curriculum to ensure variety, breadth and depth across all areas of the boys' development.

Sport is an integral part of the boys' lives and plays an important role in their personal growth and development. They achieve excellence not only in the major sports of Rugby, Hockey, Football and Cricket but also benefit from opportunities in a wide range of equestrian and water sports together with fives, shooting, golf, fencing, climbing, judo, cycling and other games.

Music is at the very centre of life for Shirburnians, and Sherborne is a community where music is celebrated and opportunities to develop new skills abound. We were named 'Top Independent School for Music' by *The Week* in 2015.

Drama has a special place in the School, with at least six productions each year. We are proud to number Sir Richard Eyre, Jeremy Irons and Hugh Bonneville among our alumni, helping to inspire every boy to develop his talents.

The CCF, Duke of Edinburgh and other outdoor education opportunities are highly popular and key to our aim of developing leadership qualities within each boy.

Countless other clubs, societies and activities provide the boys with a rich and stimulating environment. Every teacher is expected to contribute significantly to the co-curricular programme and there are a wide variety of ways in which to do this.





BOARDING AND PASTORAL CARE

We pride ourselves on delivering the highest standards of pastoral care. The close-knit House system is a central part of School life, and provides a strong support network for all our pupils.

Every teacher is attached to a boarding House and has the opportunity to support and nurture the boys in this home-from-home. Teachers are involved in accompanying House trips, attending House socials and undertake an evening duty in House each week.

Each teacher is also tutor to a small group of boys, meeting them each week. These meetings build good relationships between staff and boys and are essential to the long-term success of the School. Patience, consistency, discretion and empathy are some of the qualities a tutor should have in order to promote the boys' all-round development.



THE SCHOOL'S BOARDING ETHOS IS INVALUABLE IN CHARACTER BUILDING, FOSTERING INDEPENDENCE AND ENCOURAGING A HEALTHY LIFESTYLE. THE BOARDING EXPERIENCE MAKES A STRONG CONTRIBUTION TO THE PERSONAL DEVELOPMENT OF BOARDERS

ISI INSPECTION 2015



SPIRITUAL LIFE

As a community based upon Christian values and with a heritage stretching back to our Benedictine foundation in 705, the spiritual life of Sherborne permeates much of what we do and who we are.

We have twice-weekly whole School services in the historic Sherborne Abbey as well as various other services in our own School Chapel. Additional voluntary services are exceptionally well attended; we regularly have well over fifty boys attending our voluntary Friday night Eucharist.

Boys and staff of all faiths and none are welcome at Sherborne. Members of the teaching staff are expected to attend some compulsory services and to support the Christian values which underpin School life.



LIVING AND WORKING AT SHERBORNE

Located in one of Dorset's most picturesque towns and set amidst rolling countryside, our School is inseparable from the town that shares its name.

Working in a boarding school is a privilege but it is also demanding, with days that sometimes extend into the evening. In some ways however, the pace is more gentle than in a day school and there is time within the day to meet friends for a cup of coffee or do a bit of shopping in the shops of Cheap Street.

The Common Room is enormously supportive and we have a comprehensive induction programme for new staff which extends throughout the first year. We run an NQT programme accredited by Istip and a PGCE course in conjunction with the University of Buckingham.

The School has its own generous salary scale and all staff are entitled to reduced fee membership of the gym and swimming pool.

During term time, staff are able to take meals in the Dining Hall.



A UNIQUE EDUCATION IN A UNIQUE LOCATION

SAFEGUARDING



All young people deserve the right to live and learn in a safe and happy environment.

All Sherborne School staff share the responsibility to promote and safeguard the welfare of children and young people for whom they are responsible or with whom they come into contact. In doing so, staff are expected at all times to adhere to and ensure compliance with the School's Safeguarding Policy. If any member of staff becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to the School's Designated Safeguarding Lead or the Headmaster.

We have a strong Safeguarding culture and all staff are required to attend regular training and updates.

As Sherborne School is registered to ask 'exempted questions' under the Rehabilitation of Offenders Act 1974, successful applicants will be subject to receipt of a satisfactory criminal record check from the Disclosure and Barring Service before this appointment is confirmed. This will include details of cautions, reprimands or final warnings. This post is also subject to receipt of two satisfactory written references, one of which must be from your current or most recent employer.



THE PHYSICAL EDUCATION DEPARTMENT

Physical Education at Sherborne School is continuing to evolve and develop as an exciting theoretical area of study. Sport plays a significant role in the life of the school, and therefore the theoretical study of PE is something which fits in well within the culture and fabric of this institution.

Boys studying A level Physical Education at Sherborne go on to follow a range of degree based courses at Russell group and Red Brick universities such as Durham, Exeter and Newcastle. Some students also go on to study more vocational courses, and it is hoped that the introduction of the BTEC will support boys in pursuing careers within the ever evolving sports industry.

The department currently runs GCSE, BTEC and A level qualifications. Typically, around 20 boys take PE GCSE each year, following the new AQA syllabus. At A level and BTEC numbers are around 25 across the Sixth Form years.

The department have invested heavily in new resources, having recently renovated its two teaching rooms to include brand new technologies and an upstairs performance area where students can bring theory to life through physical practices that support learning. The department has a range of excellent teaching resources including an online VLE where all theoretical areas can be studied, practiced and assessed remotely. This ties in with the school's aims of promoting independence within its students.

The academic PE programme is currently delivered by three full-time members of staff, although two have other responsibilities within the School. All department members have a breadth of teaching experience across qualifications and age ranges, which provide the department with both flexibility in the lower school, and specialism in the Sixth Form.

The successful candidate will be a teacher who is passionate about theoretical PE, and is able to engage and form supportive relationships with the boys. An ability to think strategically and drive the next phase of progress within the department is an important element of the role. Physical education lends itself to practical teaching episodes and therefore the candidate should be able to introduce creativity within the pedagogy of the department to best support the educational experience of the students. Detailed knowledge of exam specifications and experience of their delivery is vital, as the successful candidate should be able to accurately monitor the developments which occur at each examinable level. The Head of Physical Education should show enthusiasm towards the promotion of the subject through co-curricular clubs and activities that broaden and enhance the experience of the students.

EXPECTATIONS OF A HEAD OF DEPARTMENT AT SHERBORNE SCHOOL

Heads of Department play a leading role in pursuing the academic objectives of the School, which include an expectation that:

- All boys will aspire to their full potential.
- All boys will be closely monitored and staff will be managed professionally so that all can flourish.

Heads of Department at Sherborne are expected to manage their departments through effective leadership and monitoring, enabling and encouraging all members of their department to work together towards common goals.

In order to achieve this, a Head of Department will need to undertake specific tasks. These tasks are likely to include most or all of those listed below, but this list is not exhaustive.

Key areas of responsibility:

A. Strategic development and academic direction

1. Establishing, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the department which contribute to whole school aims, policies and practices, seeing the department as an integral part of the school, maintaining a 'whole school' perspective.
2. Writing in collaboration with relevant colleagues a Department Development Plan.
3. Setting an example of high quality teaching and learning in the subject and encouraging a culture of mutual lesson observations.
4. Maintaining an awareness of existing, new and changing legislation (e.g. Health and Safety, Risk Assessment etc) and meeting the requirements.

B. Overall responsibility for boys' learning

1. Monitoring progress and evaluating the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
2. Evaluating the teaching of the subject in the school using this analysis to identify effective practice and areas for improvement.
3. Establishing and implementing clear departmental practices for assessing, recording and reporting on boys' achievement (in line with School Policies) and for using this information to recognise achievement and to assist boys in setting targets.
4. Using data effectively to identify boys who are under-achieving and offering effective support for those boys.
5. Working towards the development of boys' individual and collaborative study skills necessary for them to become increasingly independent in their work.

6. Ensuring effective preparation for public examinations and ensuring that all examination regulations are made clear to boys and to colleagues and followed precisely.
7. Ensuring that coursework is administered and moderated effectively and that all of the examination regulations are made aware to boys and colleagues and are followed precisely.
8. Marking, setting and monitoring entrance examinations.
9. Coordinating internal examinations and assessments.
10. Encouraging effective use of further resources such as the Library, internet, ICT, etc

C. Management and support of the department team

1. Providing pastoral and professional support for colleagues, including taking a lead in supporting their professional development.
2. Carrying out the appraisals of departmental colleagues.
3. Supporting new members of staff in line with the School's Induction procedures.
4. Monitoring the quality of teaching and reacting as necessary to any concerns.
5. Chairing and running regular departmental meetings.
6. Advising the timetabler and the Deputy Head (Academic) on which teachers to deploy to which teaching sets.
7. Overseeing and supporting ancillary staff, technicians etc.
8. Ensuring that matters of routine administration are carried out efficiently, delegating effectively and fairly as appropriate.

D. Development and maintenance of department resources

1. Managing the Departmental budget.
2. Developing and sharing resources, incl. ICT.
3. Producing and maintaining schemes of work.
4. Monitoring of stock, apparatus, equipment etc.
5. Keeping abreast of national developments in the subject and its assessment.
6. Creation and maintenance of a Departmental handbook.

E. Representing and promoting the department within and beyond the school

1. Liaison with other departments.
2. Representing the Department to the Senior Team, Governors etc.
3. Liaison with feeder schools.
4. Handling subject specific parental enquiries.
5. Liaison with the examinations officer in external exam preparation.
6. Liaison, where appropriate, with the local community.
7. Liaison with fellow departments elsewhere – e.g. Eton Group, Sherborne schools etc.

PERSON SPECIFICATION

The Headmaster wishes to appoint a dynamic and well-qualified graduate to lead the Physical Education Department from September 2019. This is a full-time post. All teaching appointments are probationary for a period of one year. The successful candidate will be a qualified teacher of PE and will be able to teach to Oxbridge standard. The capacity and imagination to inspire, guide and challenge boys of all ages and abilities is a key part of the role, as is the ability to lead others.

We are looking to appoint a person who in interview and by virtue of their qualifications and experience best demonstrates that he/she:

- is suitably qualified for the responsibilities of the post;
- has the ability to fulfil the responsibilities of the post with energy, enthusiasm and excellence;
- has strong interpersonal and communication skills;
- has good listening skills and respect for all boys;
- has the ability to explain clearly and has good presentation skills;
- has the ability to form relationships and to motivate teenage boys;
- has the ability to generate enthusiasm for the work of the Department,

and that he/she has the ability to achieve high standards in:

- teaching effectively throughout the age and ability range;
- subject knowledge and application;
- classroom management;
- assessment, recording and reporting students' progress,

and:

- is willing to be involved in the co-curricular life of the school;
- has a commitment to personal and professional development;
- has a sense of humour.

The offer of appointment at Sherborne School is conditional upon the provision of a self-declaration of physical and mental fitness to discharge the responsibilities of the post. Please note that all areas of the School, both internal and external, operate a no-smoking policy (including accommodation and company vehicles).

SALARY AND PENSION

Salary will be dependent upon experience. Sherborne School has its own salary scale. Reasonable relocation expenses will be offered.

All teachers automatically become members of the Teachers' Pension Scheme, unless they specifically request to opt out. Further details are available upon request.

Teachers are entitled to take holiday during the usual Sherborne School holiday periods; holiday cannot be taken during Sherborne School term time. In addition, teachers may be required by the Headmaster, upon reasonable notice, to work for varying short periods after the end and before the beginning of any term.

HOW TO APPLY

A letter of application together with a completed application form and the names, with contact details, of two referees should be sent to the Recruitment Manager, Mrs Samantha Belgeonne, at Sherborne School, Abbey Road, Sherborne, Dorset DT9 3AP.

Electronic applications should be sent to: hr@sherborne.org

Applicants selected for interview will be informed within a week of the closing date for application. Applicants who have not heard from the School by this time must assume that, on this occasion, their application has been unsuccessful. Candidates short-listed for interview will be required to bring to interview proof of ID, qualifications and their right to work in the UK.

Closing date: 9am on Monday 28 January 2019

Interviews to take place on Tuesday 5 February 2019

MANY THINGS HERE ARE SIMPLY WORLD CLASS.
HIGH ACADEMIC EXPECTATIONS AND OUTSTANDING
PASTORAL CARE ARE, AND MUST REMAIN, THE BEDROCK
OF A SHERBORNE EDUCATION. OUR MUSICAL, ARTISTIC
AND SPORTING PROVISION IS OUTSTANDING AND ALL
OUR BOYS HAVE ACCESS TO AN EXTRAORDINARY
RANGE OF CO-CURRICULAR OPPORTUNITIES.

DOMINIC LUCKETT - HEADMASTER AND CEO

For further information please contact:

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