



Twyford Church Of England Academies Trust

“I have come that you might have life and have it to the full” John 10 v10



Ada Lovelace
C of E
High School

Ada Lovelace CE High School

Job Description

Job Title:	Head of Girls' PE
Grade:	Main Professional Grade + TLR 2a (£2,796)
Line Manager:	Associate Headteacher / SLT Sport Link
Supervisory Responsibility:	PE teachers & Coaches

Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within Girls' PE

Outcomes

Achievement

- Achievement in Elective PE is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding in compulsory core PE and in the extra-curricular provision at the school

Teaching

- Curriculum and assessment frameworks are clear and support outstanding progression in sport
- All staff are confident and consistent in the delivery of good and outstanding lessons
- Learning behaviour within Core PE lessons is outstanding

Behaviour

- Student conduct within core PE is uniformly good
- The wider learning programme is high profile and promote high levels of positive engagement

Leadership

- There is a clear vision for continuity between school and community sport to support excellence in performance and lifelong health/engagement
- Teachers within Core PE and the wider curriculum programme are well supported to carry out their roles

Other

- PE Wider learning Programme is a model of outstanding practice
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Specific responsibilities and tasks

Achievement

Achievement is outstanding in Elective PE and in the extra-curricular provision at the school

- Appropriate criteria are set and communicated to students in preparation for GCSE programmes in Yr 10-11

- Appropriate strategies are established for feedback and peer review
- Appropriate systems of assessment, recording & reporting are in place

Achievement in compulsory core PE is effectively monitored and areas of weakness are identified and addressed

- Ensure robust use of quarterly assessment system to reflect achievement and effort in PE
- High Standards are set in the teaching of core sports (Football, Rugby, Cricket, Netball, Athletics & Rounders) in years 7 – 11
- High levels of effort and attainment are recognised in whole school systems of rewards, certificates and sports colours
- Students with marked aptitude are identified and supported towards extension programmes in school extra-curricular programmes and local clubs
- Achievement of teams and individuals are regularly celebrated on PE noticeboards, staff and parent communications, prospectuses, assemblies and celebration events.
- Students achieving low levels of attainment and effort are given appropriate levels of support / sanction

Teaching

Curriculum and assessment frameworks are clear and support outstanding progression in sport

- Review and maintain the curriculum framework for PE
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit overviews are clear and use the consistent Copia formats to provide an appropriate framework for the design of outstanding lessons
- Ensure that there are schemes of work for each of the three differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of Copia, additional online resources and text books as appropriate)
- Ensure that the lesson power-points and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.)
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

All staff are confident and consistent in the delivery of good and outstanding lessons

- Ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance/exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Support the Head of Department in the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Support the Head of Department in auditing the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Learning behaviour within Core PE lessons is outstanding

- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks on student planners etc.)
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used
- Ensure department team is confident and consistent in their use of formative and summative assessment
- Ensure self-assessment and review is fully integrated into schemes of work

- Students make highly effective use of self-assessment and manage their own learning to the highest standard

Behaviour

Student conduct within core PE is uniformly good

- Agree department behaviour practice so that it positively reinforces the Ada Lovelace ethic of responsible leadership
- Ensure whole school policy is consistently used
- Support PE teachers and coaches in promoting outstanding leadership attitudes & enforcing behaviour rules
- Monitor students' leadership aptitudes, learning conduct and behaviour as a measure of their engagement with PE
- Address issues in behaviour through modification to PE systems and approaches (including to teaching and learning) and staff training

The wider learning programme is high profile and promote high levels of positive engagement

- Liaise with Head of Boys' PE to agree Yr 7 – 11 PE curricular and extra-curricular offer
- Establish system for identifying exceptional performance and effort & the awarding of house points
- Maintain and develop contact with local clubs and establish links via Copia
- Produce handbook guidelines on effective feedback and review
- Liaise with Head of Wider Learning to set up annual timetable of training & extra-curricular activities
- Ensure timetable of extra-curricular activities is well publicised
- Ensure success is celebrated as a consistent element of the schools leadership drive (within the 10:10 ethic)

Leadership

There is a clear vision for continuity between school and community sport to support excellence in performance and lifelong health/engagement

- Undertake departmental development planning (including teachers development plans)
- Development and management of the department wider learning offer in PE
- Liaise with the Associate Head / SLT over the recruitment of PE teachers / Graduate Sports assistants.

Teachers within Core PE and the wider curriculum programme are well supported to carry out their roles

- Undertake performance management of staff
- Undertake regular coaching and mentoring of teachers of PE
- Ensure all teachers of PE are confident and consistent in their use of PE systems
- Effective management of support staff (e.g. Graduate Sports coaches)
- Responsibility for all Health and Safety procedures

Other

- **PE Wider learning Programme is a model of outstanding practice**
- **PE Department contribute to break and lunchtime duty rota in a high profile way to support outstanding engagement with sport and positive role-modelling**

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

Trips and tours may be organised by negotiation with SLT and Governors

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- Public Examination results - Headline target figures (KS3, 4 and 5)
- % of students on target in internal /external assessments
- External Evaluation Systems (Alps and Alis at KS5 and Raise-online at KS4)
- Internal VA measures
- Uptake of PE at KS5 and retention from AS to A2
- Progression of students to PE related courses in training, FE or HE
- Outcomes in Elective PE
- Quality of delivery in core PE years 7 - 9
- % of students engaging with sports practices / house sport
- % of students playing in school teams / fixtures & events
- Numbers of sports colours awarded
- Success within local leagues, competitions & fixtures
- Numbers of student sports coaches trained

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree in PE • Qualified Teacher Status • Successful experience as a PE teacher within a high achieving secondary school, including at least 2 years' successful experience delivering academic PE (GCSE or BTEC) • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level • Experience of the use of student results analysis outcomes to inform practice and target improvement • Experience of curriculum design • Successful experience of managing change • Successful experience of team leadership and management of staff • Knowledge of the requirements of the National Curriculum and KS3/4/5 courses • An understanding of recent curriculum and teaching/learning developments • An ability to develop effective curriculum resources in PE to meet the needs of the full ability range • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in PE as part of a whole school approach to raising achievement 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities.

	<ul style="list-style-type: none"> • An understanding of the processes and techniques required to assess record and report students' learning effectively • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy and ICT in PE • An ability to use ICT programmes and packages to promote learning • An understanding of the role of PE within the wider curriculum 	
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate and model the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • An ability to generate enthusiasm for PE • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment) • Strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Has outstanding communication and interpersonal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	<ul style="list-style-type: none"> • A practising Christian

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>.

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.