



## Twyford Church Of England Academies Trust

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

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Twyford CE High School | William Perkin CE High School | Ealing Fields High School | Ada Lovelace CE High School

### Job Description

<b>Job Title:</b>	<b>PE Teacher</b>
<b>Grade:</b>	Main professional grade (MPS/UPS)
<b>Line Manager:</b>	Head of Department
<b>Supervisory Responsibility:</b>	N/A

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### Main purpose of Post

- To achieve outstanding examination results for all classes taught
- To lead an outstanding tutor group within a pastoral year team
- Assist with the full programme of well attended extended school sports sessions and inter-house competition
- To promote the school's ethos and vision through, for example, active engagement with the school's house system

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### Outcomes

#### Achievement

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils

#### Teaching

- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment

#### Behaviour

- Manage behaviour effectively to ensure a good and safe learning environment
- Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school

#### Other

- Fulfil wider professional leadership responsibilities
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## **Specific responsibilities and tasks**

### **Achievement**

#### **Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### **Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

### **Teaching**

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

#### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

## **Behaviour**

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when

### **Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school**

- Undertake the role of a form tutor providing first level of pastoral support & intervention on behavioural and academic support issues
- Teach the pastoral programme & support students within the tutor group in self-evaluation & academic review processes.
- Ensure that the tutor group engages fully with the wider life of the school including chaplaincy reflections undertaken in tutor time
- Support & engage students in whole school worship (assemblies & communion services)

## **Other**

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

*Main-scale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2013); these also apply to all management post holders.*

## **Key measures of success**

- External and internal examination results against target of all teaching groups
- Progress and engagement of tutor group

## Person specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• University Graduate with a good degree, preferably Sports Science</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Knowledge of the requirements of the National Curriculum</li> <li>• An understanding of recent curriculum and teaching/learning developments</li> <li>• An understanding of the strategies required to motivate and enthuse all students across the ability range as part of a whole school approach to raising achievement.</li> <li>• An understanding of the processes and techniques required to assess, record and report students' learning effectively</li> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• A degree of ICT literacy and an awareness of its potential</li> </ul>	
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching the National Curriculum in your subject in at least two key stages</li> <li>• Experience of leading a tutor group</li> <li>• An awareness of whole school issues</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A vision of how effective student support can impact on individual and whole school achievement</li> <li>• Ability to lead and inspire students and staff</li> <li>• A firm approach to discipline, and good classroom management skills</li> <li>• The ability to work under pressure and meet deadlines</li> <li>• The ability to maintain confidentiality as appropriate</li> <li>• A sense of humour</li> <li>• An ability to generate enthusiasm for the subject</li> <li>• A high level of personal organisation and good communication skills</li> <li>• A commitment to personal and whole school development</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> </ul>	<ul style="list-style-type: none"> <li>• A practising Christian</li> </ul>

*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.*