

JOB DESCRIPTION**Title of Post:** Head of PE**Salary Grade:** TLR1A (£8291)**Accountable to:** SLT Line Manager, Headteacher

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff named above.

Every teacher needs to be aware of and create opportunities to achieve the 5 outcomes identified by the Children Act 2004, Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well-being
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1. Exercises professional skills and judgement

The post requires application of the National Standards for Subject Leaders relating to:

- The school aims, priorities, targets and action plans.
- The relationship of the PE Department priorities to the development of the school as a whole.
- Any statutory requirements relating to their area of responsibility (curriculum, assessment, recording and reporting of pupils' attainment and progress, The Children Act, child protection and health and safety requirements).
- The characteristics of high quality teaching and support teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all student groups.
- The use of IT in transforming learning and in effective management and administration.
- Management, relating to the law, equal opportunities legislation, personnel, external relations, finance and change.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning and inclusion.

OUR NON-NEGOTIABLES

Students come first.

Hard work. We do whatever is necessary to provide the best experience for our students.

Our own children. We make HWS a school that we would be proud to send our own children to.
We work to this end every single day.

We and not I. We are a team. We do what we say we do – we stick to school strategy, behaviours and processes.

Unafraid of failure. We are not afraid to fail, nor to learn from failure.
When things go wrong, we do not blame – we support each other and we look after each other.

Professional trust and accountability. We trust each other implicitly professionally because we hold ourselves and each other to account openly and honestly for doing all of the above.

2. Accountability for Leading, Managing And Developing A Subject or Curriculum Area or Pupil Development Across The Curriculum

The post requires the post holder to work with relevant teachers and colleagues in the Department to:

- Ensure that all students, irrespective of gender, cultural background or disability enjoy equal access to a broad, balanced and appropriate curriculum which enables them to achieve.
- Provide leadership of the students at key transition points and throughout the school, including the delivery of appropriate provision and processes at year specific transition points e.g. Induction, testing, target setting, alternative provision, increasing flexibility, GCSE, next steps.
- Contribute to the development and implementation of the academic, spiritual, moral, social and cultural curriculum.
- Ensure that students are ready to learn (equipment etc) and achieve high standards of attendance and behaviour for learning, punctuality and engagement.
- Develop strategies, which enhance the positive relationships between school, parents and the local community.
- Identify barriers to learning and develop intervention strategies to address these by working with relevant stakeholders.
- Identify relevant school improvement issues through rigorous self-evaluation processes focussed on learning and achievement.
- Provide the Headteacher (or other management postholder/team) with relevant subject / curriculum area or pupil performance information.
- Define and agree appropriate improvement priorities.
- Co-ordinate relevant CPD needs and opportunities.
- Evaluate the impact of all improvement activities on the quality of learning and teaching.
- Be a lead teacher.
- Be a lead practitioner in the use of IT and multimedia

3. Accountability for impact on educational progress beyond assigned classes or groups of pupils

The post requires the post holder to work with relevant teachers and colleagues in the PE Department to:

- Identify appropriate attainment and/or achievement targets;
- Manage effective use of data and target setting to raise student achievement;
- Monitor pupil standards and progress against annual targets;
- Monitor planning, curriculum coverage and learning outcomes;
- Monitor pupil learning and personal development, behaviour, attendance, punctuality and engagement;
- Lead evaluation strategies where improvement needs are identified;
- Ensure that, in public examinations, relevant attainment/achievement targets are met.
- Monitor reliability and accuracy of documentation sent to parents.

4. Leading, developing and enhancing the performance of others

The post requires the post holder to work with relevant teachers and colleagues in the PE Department to:

- Maintain personal expertise, and share this with other colleagues;
- Act as a role model of good classroom practice for other colleagues, modelling effective strategies and coaching, for instance exemplifying, preparing and leading on the use of ICT to advance learning;
- Monitor and evaluate standards of teaching, identifying areas for improvement, liaising with HoDs as appropriate.
- Plan and implement strategies to improve teaching where needs are identified;
- Induct, support and monitor new staff;
- Act as a performance management team leader for identified teachers, learning support staff, HLTAs and associate staff.