



Job Description

PE Teacher with responsibility

Post Holder:		
<i>The description of the duties, responsibilities and accountabilities for the post of a UPS Teacher with responsibility area at Holy Trinity & St John's CEP School have been set out in this job description.</i>		
Responsibility Areas	PE Lead Teacher	
Accountabilities	A	General duties relevant to all members of staff
	B	Undertaking responsibilities as a teacher
	C	The leadership, day-to-day management, tracking of progress and high standards of a responsibility area in the school
Accountable to	Key Stage Leader Deputy Headteacher – Teaching, Learning and Assessment Headteacher	
Main Duties	See attached information for detailed duties and responsibilities	
Signed		Date:
Signed		<i>Headteacher</i>

A - General duties relevant to all members of staff

To promote the mission, vision and aims of Holy Trinity & St John's CEP School to ensure that each child achieves their full potential

It is expected that all staff work collaboratively to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school 'Code of Conduct for Staff' and contribute positively to your own appraisal, and line management. Undertake specific tasks reasonably delegated by the Headteacher.

Use of ICT

ICT must be used creatively to inspire and motivate pupils where it is relevant to do so.

All staff will be expected to utilise ICT and to improve communication and reduce paper use.

Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the schools ICT and safety policy.

Data Protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

Holy Trinity & St John's CEP School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children, young people and adults and are to follow the safeguarding procedures adopted by Holy Trinity & St John's CEP School. Any safeguarding issues must be acted upon immediately by informing a Designated Safeguarding Lead (DSL).



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B: Undertaking responsibilities as a teacher

Take responsibility for the education and welfare of a designated group of pupils in accordance with the requirements and conditions of the School Teachers' Pay and Conditions document. Lead by example as an enthusiastic, efficient and highly effective teacher as set out in the DfE Teacher Standards:

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

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
- be committed to celebrating children's successes and presenting their work through high quality displays, exhibitions etc.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- 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

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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- work with colleagues to maintain and raise standards, attending and leading staff meetings as required

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)



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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; disadvantaged pupils, 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 area
- make use of assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, and encourage pupils to respond to the feedback

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 necessary

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
- provide written reports for internal use, external agencies and parents as required
- undertake shared duties of supervision of pupils during break times and before and after school
- make full use of Performance Appraisal opportunities



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A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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C: The leadership, day-to-day management, tracking of progress and high standards of a responsibility area in the school

- **Strategic Direction and Development of the Responsibility Area (with the support of, and under the direction of, the head teacher and senior leadership team)**
 - develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
 - have an enthusiasm for the responsibility area which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
 - use relevant school, local and national research and data to inform targets for development and further improvement for individuals and groups of pupils;
 - develop plans for the responsibility area which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan;
 - monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
 - co-ordinate and take extra curricular after school clubs (2 per week)
 - co-ordinate playground lunchtime activities
 - be the leading contact person with the Thanet Primary Association for School Sport Initiative
 - ensure pupils have access to appropriate sporting opportunities both in and outside of school
 - maintain records to show rates of participation in events / competitions and programmes
 - support the Thanet Primary Association for School Sport with the delivery of the School Games programme
- **Teaching and Learning**
 - use your own teaching as an example of high quality teaching and learning in the responsibility area;
 - ensure continuity and progression in the subject by monitoring coverage and supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives based on the National Curriculum, developed in line with the school development/improvement plan;
 - establish clear targets for achievement in the responsibility area and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of the monitoring outcomes and data;
 - evaluate the teaching of the responsibility area by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
 - develop effective links with the local community including parents, business and industry;
 - to inform parents, SLT and governors of developments planned activities and opportunities for your subject area
 - ensure that teachers are aware of the implications of equality of opportunity which the subject raises.
 - help deliver a varied and interesting programme of physical and sporting activities, including intra and inter school competition, sports leadership training and deployment of healthy lifestyle programmes
 - if required, to teach booster literacy and numeracy groups or 1:1 support



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c) Leading and Managing Staff

- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- oversee the Sports Apprentice in their training and any additional sports work experience / students
- ensure that the head teacher, SLT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.

d) Effective Deployment of Resource

- maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- maintain efficient and effective management of the expenditure for the responsibility area;
- help colleagues to create a stimulating learning environment for the teaching and learning of the responsibility area;
- take on any additional responsibilities which might be reasonably determined.



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