

Job Description

School Games Organiser

Job title: School Games Organiser
Reports to: Director of Learning - PE
Basis: Part-time, 3 days per week
Location: Ebbsfleet Academy

Key Responsibilities

- To maintain and grow the engagement of local schools in a calendar of School Game events, and to influence schools to harness the value of School Games to create positive experiences for young people.
- To increase participation in the least active young people from local schools by organising targeted, non-traditional, game festivals.
- To increase the number of young people participating in schools' competitions at inter school level (Level 2) and progression to Level 3 (equivalent to County level).
- To apply and achieve Games Mark Status for the Ebbsfleet Academy inline with the current criteria.
- Work with individual schools using the School Games objectives to improve the confidence, competence and motivation of young people to be physically active.
- To develop and lead leadership opportunities for students at the Ebbsfleet Academy in line with the Sports Leadership Qualification
- To develop and integrate Ebbsfleet Academy into the local leagues and sporting competitions to increase participation across all sporting events.
- To develop progression and pathways into club and community sport for young people.

Main Duties

- To engage and develop as many schools as possible, in the allocated SGO area, involvement in the School Games competition and festival framework throughout the year.
- Work closely with individual feeder schools on one of the 5 objectives of the schools' games, in order to make a meaningful difference to targeted groups of young people's lives.
- Report one case study a year reflective of the positive impact of the school games has on young people, and use it as a vehicle to advocate school games to key stakeholders and see the value behind it.
- To produce development plans and a schools games competition calendar for the local schools in your area, in order to support the local needs of the children and young people in schools.
- To work with School Games local organising committees to ensure that clear links are in place to enable young people to progress between Levels 1, 2 and 3.
- To provide support to primary schools and enable Primary Link teachers to share good practice across PE and school sport within schools, and facilitate liaison between primary, special and secondary headteachers.
- To manage the development of a cultural component to the School Games.
- To manage the development of the workforce, including continuing professional development, of teachers, support staff, parents, volunteers and particularly young leaders and ambassadors, required to activate the School Games at all levels.
- To organise and develop any network of community sports clubs in secondary schools and develop the network to primary schools, building opportunities for these young people to progress into Levels 1 and 2 of the School Games.

- To develop a local workforce of coaches/leaders in schools to identify the least active young people and engage them in appropriate activity (possibly using gifted and talented students to inspire and assist).
- To organise access to specialist coaches, training and equipment to assist schools (and particularly primary/special schools) in delivering a range of lunchtime and after school programmes.
- To establish the provision of both inclusive and targeted opportunities for young disabled people to access the school games, including the staging of specific Paralympics-themed local events.
- To enable young people to access quality coaching, progress to higher level competition and move into clubs by working closely with County Sports Partnerships (CSP) and National Governing Bodies (NGB) of sport, including aligning with NGB competition calendars and implementing NGB priority competition formats in as many schools as possible.
- To ensure quality assurance and local impact measurement mechanisms.
- To identify and attract additional sources of funding to support PE and school sport.

The post holder:

- Will not have regular formal supervisory responsibility for staff but provides support and guidance to Secondary and Primary School teachers.
- Will be expected to apply specialist skills and knowledge to develop the structure and format of the School Games, including detailed event planning and delivery and to maximise the participation of young people in a range of events that contribute to the School Games ranging from Level 1 to Level 3.
- Will have regular interaction with the Heads of PE, and primary school teachers in designated competition area and also have contact with young leaders, coaches and volunteers for specific games/competitions, and liaison with National Governing Bodies to improve pathways into sport for students and young people.
- Will be expected to make operational and organisational decisions in relation to sporting competitions and other initiatives.
- Will be accountable for the correct use and security of physical resources and equipment, such as sports equipment.
- Work is undertaken in a variety of environments depending upon the schedule. Competition planning is primarily office based but running competitions involves some manual handling, walking and standing both in the open air and sporting arenas.
- The postholder will need knowledge and experience of school sport, education, local authority and national infrastructure to be successful.

General

- To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.
- To fully participate in school life and attend staff meeting, undertake training and INSET and participate in parents evening and school events

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the Keeping Children Safe in Education document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

SECTION F: Signatures – Job Description discussed and agreed

Signature of Post holder	
Date	
Signature of Supervisor (Line Manager)	
Date	

PERSON SPECIFICATION

School: The London Nautical School

Job Title: School Games Organiser/PE Instructor

Directorate: Children & Young People’s Service

Grade: Unqualified Teacher Scale

		Shortlisting Criteria
Key Knowledge	<ul style="list-style-type: none"> ● Knowledge of the School Games programme and other national strategies for sport. 	Essential
	<ul style="list-style-type: none"> ● Experience of planning and delivering successful events. 	Essential
	<ul style="list-style-type: none"> ● Knowledge and understanding of safeguarding with respect to children and young people. 	Essential
	<ul style="list-style-type: none"> ● Knowledge of funding streams available for sport. 	Essential
Relevant Experience	<ul style="list-style-type: none"> ● Experience of working within a physical education or sports development arena. 	Desirable
	<ul style="list-style-type: none"> ● Experience and knowledge of sports leadership and volunteering programmes. 	Desirable
	<ul style="list-style-type: none"> ● Knowledge of health and safety within sport. 	Desirable
	<ul style="list-style-type: none"> ● Experience of working with local community clubs and organisations. 	Desirable
	<ul style="list-style-type: none"> ● Ability to drive the school mini bus 	
Qualifications/ Training	<ul style="list-style-type: none"> ● Full clean driving licence. 	Essential
	<ul style="list-style-type: none"> ● A degree of HND in a sport related subject. 	Desirable
	<ul style="list-style-type: none"> ● Governing Body of Sport Coaching Award(s) and other appropriate training 	Desirable
Key Competencies	<ul style="list-style-type: none"> ● Ability to work independently or as part of a team. 	Essential
	<ul style="list-style-type: none"> ● Ability to communicate effectively with a wide range of audiences and sectors. 	Essential
	<ul style="list-style-type: none"> ● Ability to develop positive working relationships with a variety of people and sectors. 	Essential

	<ul style="list-style-type: none"> ● Be able to plan, manage and regulate own workload. ● Excellent ICT and administration skills. ● Enthusiasm and a passion for sport. ● Reliability, integrity and flexibility. ● Approachable, committed, organised and resourceful. ● Ability to manage own time effectively. ● Understanding and commitment to working in partnership. ● Ability to effectively monitor and evaluate the impact of their work. ● A positive attitude towards their own professional development. ● Be creative in their problem solving and be willing to be flexible enough to try new approaches. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
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