



Job Title: Secondary PE Teacher

Responsible to: Headteacher

Grade: MPS/UPS

Job Summary:

To teach students across Key Stages 3-4 who are placed at The Orchard School by the Local Authority in order that their social, emotional, mental health and academic needs are best met within a specialist environment. To take responsibility for planning and teaching up to and including GCSE / equivalent level (KS3 and 4 teaching staff). To provide pastoral support and care and to develop individualised plans for pupils as well as liaise with colleagues re: baseline assessments and schemes of work. To contribute to the development of curriculum innovations, behaviour management strategies, accreditation, policies and procedures within the school, as well as delivering the subject area.

PRINCIPAL ACCOUNTABILITIES

1. Teach students who require support within a smaller group setting and have an Education Health Care Plan resulting in placement within a specialist provision.
2. Identify and address the educational, social and emotional needs of students.
3. Prepare lessons and resources appropriate to the learning and social needs of the students.
4. To develop and / or identify a comprehensive package of assessment materials to measure progress.
5. Prepare students for nationally recognised qualifications (KS3 and 4) or end of Key Stage benchmarks and ensure their progress is commensurate with baseline testing and information received prior to entry as well as termly progress data through on-going moderated teacher assessments.
6. Oversee Primary PE effectively planning and evidencing the use and impact of the Primary PE & Sports Premium money.
7. Maintain an archive membership of the Canterbury Sports Partnership maintaining (improving our Kent School Games Gold Mark).

8. A willingness to take on an area of whole school responsibility beyond the curriculum.
9. Offer a wide range of sports/activities, researching funding for Secondary pupils (where necessary).
10. Maintain and foster exceptional links within specialist (KsENT) and mainstream partners to ensure excellent outcomes for learners.
11. Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behavior.
12. Provide pastoral support for students, including making at least weekly contact with parents / carers to encourage positive links with education.
13. Ensure that termly educational reports are produced as required by the Head Teacher including those related to SEN Annual Reviews, examination entry, IEPs, reintegration and student progress.
14. To undertake termly review meetings for students as well as Education Health Care Plan Reviews within appropriate timeframes.
15. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Head Teacher.
16. Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.
17. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head Teacher.
18. Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff.
19. To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
20. To undertake other reasonable duties which are consistent with both the needs of the Centre and commensurate with the role of the post holder.

Professional Attributes

Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents, carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raise their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

Personal professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Teaching and learning

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.

- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

- Teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact of learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Post Threshold

Post Threshold teachers should meet the following post-threshold standards and meet the core standards.

Professional attributes

Post Threshold teachers should:

Frameworks

- Contribute significantly to implement workplace policies and practice and to promoting collective responsibility for their implementation.
- Lead by example in the implementation of systems and procedures and be willing to support less experienced members of staff in adhering to these systems.

Professional knowledge and understanding

Post Threshold teachers should:

Teaching and learning

- Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning provide opportunities for all learners to achieve their potential.
- Demonstrate consistently good or better teaching.

Assessment and monitoring

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Be able to make judgements around how best to intervene to accelerate learning from monitoring progress data.

Subjects and curriculum

- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Be able to lead less experienced staff on curriculum development and delivery.

Health and well-being

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional skills

Post threshold teachers should:

Planning

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

- Have teaching skills which lead to learners achieving beyond expectations relative to their prior attainments, making progress as good as, or better than, similar learners nationally.
- Be able to coach and mentor less experienced staff on effective classroom strategies.

Team working and collaboration

- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

PERSON SPECIFICATION

1. Experience of teaching a minimum of one to two subject areas with evidence of achieving successful outcomes in relation to progress and / or at GCSE / Levels 1 and 2 Functional Skills.
2. Experience of working with disaffected pupils who display emotional and behavioural difficulties and/or on the autistic spectrum and to evidence progress and outcomes for those pupils which are in line with their potential.
3. Ability to engage pupils positively whilst maintaining consistent boundaries.
4. Confidence in managing highly challenging behaviour and ability to resolve issues independently, showing experience in supporting young people in addressing their behavioural barriers to learning and reintegration beyond school.
5. Possession of a recognised teaching qualification together with an in-depth knowledge of the informal and formal education of children and young people.
6. Evidence of development of new curriculum materials to engage disaffected young people, children and young people with emotional and behavioural difficulties and those on the autistic spectrum.
7. Knowledge of and recent experience of delivering appropriate forms of accreditation for KS3 / 4 pupils (secondary).
8. A commitment to curriculum and pastoral innovation.
9. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other children's services agencies.
10. A strong belief in the importance of supporting children and young people and inclusion in the widest sense.
11. To be 'Team Teach' trained or willing to undergo training.
12. A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.
13. Recent experience of working effectively with other professionals within a classroom setting.
14. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other Children's Services agencies.
15. Experience of working effectively with teams of teachers and support workers, displaying team commitment and loyalty.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.