

# Candidate Brief



## Teacher of Physical Education September 2020 2 year fixed-term (0.6 fte)



*An IB World School rated 'Outstanding' by Ofsted 2019*





## Welcome

Thank you for your interest in Tonbridge Grammar School.

We are a high achieving, 'outstanding' selective grammar school with academy status, educating girls between the ages of 11 and 16, and girls and boys in our Sixth Form.

Our vibrant school community is a place where students and staff are encouraged to be the very best that they can, in a nurturing and kind climate where wellbeing is at the top of the agenda.

This information provides a 'flavour' of what TGS has to offer and I hope that after finding out more about us, you wish to apply for the post. Should you have any queries, please don't hesitate to contact the HR team who I know will be more than happy to help.

### **Rosemary Joyce**

Head Teacher

## Our School Vision

Tonbridge Grammar School is a centre of excellence for learning where students and staff are encouraged to be the very best they can be in a nurturing and kind community. Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth, preparing students to mature as responsible global citizens. Our exceptionally dedicated staff support every student to success.

### **We are committed to:**

- Developing opportunities for every student to learn through real world engagement - promoting collaboration, intercultural understanding and entrepreneurial endeavour.
- Building the resilience and confidence of every student so that they have the emotional literacy to make healthy life choices, flourish and be happy.
- Strengthening our community - securing strong, collaborative relationships with parents, alumni and the wider community.
- Promoting educational aspiration and supporting social mobility - making a positive difference to the life chances of students at and beyond the School.
- Investing in world class professional development - demonstrating best practice locally, nationally and internationally.
- Being entrepreneurial in securing resources to realise our aspirations.

### **Members of our community are nurtured to be:**

- Self-motivated, open minded and actively engaged in learning.
- Self-aware, adaptable and creative - taking full advantage of all opportunities.
- Respectful and considerate - celebrating and encouraging in equal measure.
- Courageous and honourable – facing challenge with bravery and acting with integrity.

## Teaching here

Our team of over 110 teachers and specialist support staff enjoy belonging to a school community that has a 'collegiate' feel and values each member's contribution and wellbeing.

Teachers enjoy teaching our intellectually challenging curriculum to our highly motivated students in our modern and well-resourced school, based on a 14-acre site in the commuter town of Tonbridge in Kent. They take a pride in creating a learning environment where questioning, divergent thinking and freedom to learn from mistakes are encouraged.

First class professional development opportunities are available to teachers at all stages of their career including a full programme of development and support for those new to the profession. The School is committed to the wellbeing of staff.

*"TGS has a fantastic staff community who are immensely supportive of one another. In addition, the regular opportunities for CPD have enriched my teaching, and the fast-paced environment means that every day offers something new and exciting. TGS has been the perfect place to start my career in teaching".*

*"Teaching is my 2<sup>nd</sup> career; teaching at TGS is a pleasure - I cannot think of another place to work where the students constantly surprise me with their creativity, enthusiasm and joyfulness, enabling me to teach in a collegiate manner".*

*"Tonbridge Grammar School is a place where you are challenged and inspired to be the best teacher you can be. It is a supportive workplace that provides excellent opportunities for both the staff and students."*

## Staff development

*"Staff are highly skilled because of very effective training. They feel valued and enjoy being part of a very effective team."* Ofsted, October 2019

Our extensive professional development programme includes:

Full Induction Programme.
Staff buddying system.
Full programme of support for NQTs.
Leadership development.
10 Academy Days for collaborative planning with subject teams.
Access to development opportunities thanks to our membership of the Kaizen Teaching School Alliance.

## Staff wellbeing and benefits

- Free access to wellbeing services including physiotherapy.
- Reduced number of after school meetings thanks to Academy Days.
- Opportunity for NQTs to be employed from July.
- Flu vaccinations.
- Teachers' Pension.
- All teachers have a laptop.
- School-wide "out of office" in evenings, weekends and holidays to reduce emails.
- Cycle to work scheme.
- On-site parking for staff.
- Staff clubs including yoga.
- Free tea and coffee at breaktime!

## Curriculum

As an International Baccalaureate (IB) World School, we blend the best of a traditional curriculum with the principles and ethos of the IB Organisation. This offers our students opportunities to learn in breadth and depth in order to develop as well-balanced individuals. They become active learners, engaged in real-life projects and are encouraged to be passionate about making a difference in the world.

We prepare students for GCSEs and the IB Diploma.

Many of our staff come to us with no prior experience of teaching the IB Diploma, so we offer a full programme of support and training to familiarise themselves with the curriculum.

## Results

### IB Diploma

TGS remains one of the most academically successful schools in the country and a leading school for the IB Diploma. In the summer one student achieved the maximum score of 45 points in the IB Diploma, this accolade was held by only 213 students worldwide in 2019. Two students achieved 44 points, 38 students achieved a score of 40 or better and 42% of our students achieved 38 or above. Our average Diploma point score was 36 which exceeds the worldwide average of 30. 61% of individual subject grades were at a grade 7 or 6 with the average grade being 5.62.

### GCSE

Year 11 students celebrated outstanding GCSE results this year. The top grade of 9 is tough to achieve and our results show that TGS students are more than capable of responding to this challenge with 23% of our GCSE entries awarded a grade 9. Overall the results for our students were exceptionally strong. 32% of pupils gained 10 or more grades at 9-7 with 82% achieving 5 or more GCSEs at these top grades. Overall 51% of all GCSE results were at grade 9 or 8 and 74% at 9, 8 or 7. The average points per entry was 7.37.

### More than academic success...

We are very proud of our students' outstanding academic success, but this is only part of the story. We want to ensure Students are 'real world ready'; independent learners, caring young people, curious critical and creative thinkers who are driven to make a difference in the world.

There is a strong focus on building each student's confidence and resilience; ensuring they have the emotional literacy and courage to make healthy life choices, flourish and be happy.

## The Role

We are looking for an inspiring individual who will relish the opportunity to teach Physical Education to our highly motivated students. You should be a good Honours graduate, with a love of sport. This position offers an exciting opportunity for either a newly qualified teacher seeking to establish their career, or an experienced teacher, able to teach post-16 to the highest academic standard and looking to develop their experience in a new school.

## Physical Education at Tonbridge Grammar School

We provide a stimulating and varied curriculum for Physical Education that is linked to the real-world and encourages student-led learning. Students develop the skills and confidence to participate, apply theory to practice and to understand the social and health benefits of sport.

Year 7-9	There are wide range of activities in Year 7 to 9 including invasion games, net games, striking and fielding games, dance, gymnastics and health related fitness. Students are also encouraged to develop their own leadership skills through sport.
Year 10	Students continue to experience a broader range of activities and develop their sport leadership skills which they use to plan and run inter-house competitions for younger students.
Year 11	Students experience a variety of recreational activities including fitness-based activities and games.
GCSE	AQA GCSE Physical Education
Sixth Form	IB Sports, Exercise and Health Science

There has been significant investment in Physical Education and facilities are excellent including a large sports hall, dance studio, an all-weather pitch, sprint track, netball courts and grass pitches.

All students are given the opportunity to take part in sport beyond the curriculum. There are high levels of participation in lunchtime and after school clubs including: netball, hockey, football, rugby, gymnastics, dance, trampolining, swimming, athletics, tennis, cricket and rounders.

Our teams enjoy taking part in competitive sport. We have achieved regional and national success in netball, gymnastics, swimming, cricket and rugby.

In addition to the full-time members of the teaching team we are fortunate to have the wider support from other staff, sixth form students, volunteers and outside providers. This means that we can provide a wide range of sports to a greater number of students. Students enjoy badminton, basketball, judo, yoga, ultimate frisbee, street dance, tennis and Zumba!

## Job Profile

### Main Scale Teacher Job Profile

Job Title: Teacher of Physical Education

Line Managed By: Subject Leader

Date: September 2020

### Job Purpose

To secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners.

### Key Areas of Impact

Strategic Direction:

- To establish and uphold the ethos of the school with students through the full implementation of student centred policies.
- To implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as;
  - successful learners who enjoy learning and achieve their academic potential
  - Confident individuals able to live safe, healthy and fulfilling lives
  - Responsible citizens of this school and the wider community
- To support the Subject Leader as required and directed in implementing the Subject Team development plan and to assist in evaluating the impact of the plan on teaching and learning.

Teaching and Learning:

- To establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students.
- To plan and deliver lessons in accordance with the agreed Scheme of Work / subject specification, taking account of the specific learning needs of students within the class.
- To plan homework or other out of class work to sustain learners' progress and to extend and consolidate learning.
- To actively promote personalised learning and assessment for learning opportunities within their subject for the benefit of the students.
- To analyse a range of relevant performance data for students in their classes and use this to plan future learning and inform target setting.
- To follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parent evenings.
- To provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential.

- To actively promote the development of effective subject links internally and between partner schools and the wider community (locally, nationally and internationally).
- To monitor attendance and behaviour of students in their classes in accordance with school policy.
- To undertake the teaching of classes/groups as may reasonably be required by the Head Teacher or Line Manager.

### Quality Assurance:

- To participate, at the request of the Head Teacher or Line Manager, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria.
- To evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary.

### Resource Management:

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

### Knowledge & Skills:

Subject teachers should demonstrate knowledge and understanding of:

- Professional Standards required of all teachers in England.
- All School policies and procedures including;
  - Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range taught.
  - Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas
  - Schemes of work for subject(s) taught
  - Principles and practices in relation to managing learning and teaching
    - The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities
  - Health and safety issues as they relate to their particular subject area(s)

### Additional Duties:

- To play a full part in the life of the school community, to support the school ethos and to encourage students to follow this example.
- To actively promote school policies.
- To reflect on and improve professional practice and take responsibility for identifying and meeting development needs.
- To actively engage in the staff review and development process.

- To undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.
- The conditions of employment for school teachers specify the general professional duties of all teachers. The professional standards for teachers at the relevant level are applicable.

### Professional Standards

It is important to recognise that Tonbridge Grammar School teachers must maintain professional standards at all times and to recognise that they are role models for the students in many respects.

Such professional standards would include:

- Dress: teachers are expected to wear suits or jacket and tie (or the equivalent for female teachers), except when involved in practical or external activities,
- Punctuality: this is expected in all aspects of work,
- Duty of Care: keeping our students safe and acting in the child's best interest at all times,
- A position of trust, being seen to be demonstrably fair, even-handed and consistent in dealing with students,
- Propriety and behaviour: all teachers are expected to adopt high standards of personal conduct,
- Taking good care of the fabric of the school,
- Being aware of and carrying out the Acceptable Use of ICT policy when using the School network,
- Engaging in on-going professional development, in-school training, regular peer observation, and external courses (as appropriate).

#### Self awareness

Emotional self awareness  
Accurate self assessment  
Self confidence

#### Self management

Emotional self-control  
Integrity  
Adaptability  
Achievement orientation  
Initiative  
Optimism

#### Social Awareness

Empathy  
Organisational awareness  
Service awareness

#### Relationship management

Developing others  
Inspirational leadership  
Change catalyst  
Influence  
Conflict management  
Team work and collaboration

## Additional Notes

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

## Commitment to Safeguarding

Tonbridge Grammar School is committed to safeguarding and promoting the welfare of children. This post is subject to an enhanced DBS check.

## How to Apply

Please complete an application form that can be found on our website. CVs alone cannot be accepted.

Your completed application form should be sent to [personnel@tgs.kent.sch.uk](mailto:personnel@tgs.kent.sch.uk)

## Key dates

**Closing date for applications:** Midday Thursday 27<sup>th</sup> February 2020

**Interviews:** Week commencing 2<sup>nd</sup> March 2020

**We reserve the right to interview before the closing date.**