



<b>Job Title</b>	Curriculum Leader PE
<b>Academy responsible for</b>	The Rochester Grammar School
<b>Reporting to</b>	Vice Principal / Assistant Principal
<b>Salary</b>	TLR 2B

### **Main purpose of the post:**

To lead on the development of PE and maintain outstanding outcomes across subject area.

### **Job Description**

You will be able to deliver lessons across all three key stages (where appropriate) that will inspire and engage our learners to succeed in order to achieve the best possible outcomes. You will be highly motivated and innovative, and have the passion to sustain and improve continuing excellence. You would be expected to maintain and develop outstanding academic standards. You will be expected to provide professional leadership and management of the curriculum area in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all students. You will be a strong communicator with up to date knowledge and a strong desire to inspire and support pupils.

### **Professional Values and Practice:**

- Teachers demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- Treat pupils consistently with respect and consideration, and are concerned for their development as learners.
- Demonstrate and promote the positive values and attitudes they expect from their pupils.
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this.
- Understand the contribution that support staff and other professionals make to teaching and learning.
- Contribute to, and share responsibility in, the corporate life of the school.

### **Main Responsibilities:**

#### **1. Results, Achievements, Standards**



- Develop and implement policies and practices for PE that reflect the school's commitment to high achievement, effective teaching and learning. This includes:
  - Ensuring provision, including resources, is sufficient to ensure outcomes in all Key stages
  - Co-ordinate the planning and staffing of PE
  - Overseeing interventions for PE
- Establish a clear, shared understanding of the importance and role of PE in contributing to pupils' spiritual, moral, social and cultural, development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure that British Values are embedded into all schemes of work and are being taught effectively within lessons.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and evaluate progress and achievement by all pupils, including disadvantaged students and those with special educational and/or linguistic needs.
- Ensure that the Head of School, senior leaders and governors are well informed about PE policies, plans and priorities, the success in meeting objectives and targets, and related professional development plans.
- Take a lead in promoting a positive ethos around the school and your subject area, ensuring you establish stimulating classroom environments for pupils using classroom and corridor displays to celebrate and promote the key areas of your subject.

## **2. Teaching and Learning**

- Ensure that you fulfil all teaching standards and, where relevant, post-threshold standards.
- Establish, with the involvement of relevant staff, short, medium and long term aims, goals and objectives for the development and resourcing of PE which are based on a range of comparative information and evidence, including the attainment of pupils.
- Ensure curriculum coverage, continuity and progression in PE for all pupils, including those of high ability and those with special educational or linguistic needs.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in PE, and communicate such information to pupils.
- Ensure guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the curriculum area and of different pupils. As part of this, the thinking school agenda must be led effectively across PE.
- Ensure effective development of pupils' literacy, numeracy and information technology skills through PE.



- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in PE.
- Monitor the progress made in achieving curriculum area plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement.
- Evaluate the teaching of PE in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

### **3. Student Development and Well Being**

- Establish a purposeful learning environment where learners feel safe, secure and confident.
- Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote self-control and independence. Use and evaluate the effectiveness of different behaviour management strategies.
- Ensure teachers in PE are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens; how to recognise and deal with racial stereotyping.

### **4. Relationships with Parents, Schools and Community**

- Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the curriculum area, enhance teaching and develop the pupils' wider understanding.

### **5. Learning and Growth**

- Create a climate which enables other staff to develop and maintain positive attitudes towards PE and confidence in teaching.
- Lead professional development through example and support and advise on training needs of PE.

### **Generic Duties relevant to all members of staff**

#### **The Trust**

- The ethos of the Trust is included within the strapline "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.



- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

### **Teaching and Learning**

- This is our core business and therefore it is an absolute priority. This may mean undertaking tasks outside of your area of responsibility where required.

### **ICT**

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- 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 students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

### **Health and Safety**

- Employees are required to work in compliance with the Academy's Health & 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 Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

### **Safeguarding**

- The Thinking Schools Academy Trust 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 and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

### **Data Protection**

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.



This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Head of School. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.