

ST BIRINUS SCHOOL

Requires a

TEACHER OF PHYSICAL EDUCATION

Start Date: 1st January 2025 (or as soon as possible after this date)

Closing Date: Monday 18th November 2024

Salary: MPS/UPS *for the right candidate, there is an additional opportunity of a TLR1 of £8,706, as a Head of Year*

We are looking for a forward thinking, ambitious and energetic teacher of Physical Education to join our dynamic team.

For the right candidate, there is an additional opportunity of a TLR1 of £8,706, as a Head of Year; if you would like to be considered for this role, please specify in your personal statement part of the application form.

We are hugely proud of our school community. The ethos of an all boys' school is literally written all over the walls of the school and we pride ourselves on creating a vibrant environment in which all boys thrive. Progress measures are very strong and our results are highly impressive within the context of boys' achievement nationally.

St Birinus offers excellent career development opportunities and a highly supportive working environment. If you have the ability to inspire and motivate others, are driven towards the highest standards of Teaching and Learning and are unrelenting in your pursuit of all students having no barriers to what they can achieve, we should be delighted to receive your application.

St Birinus School is judged to be a securely Good school with students meeting the school's high expectations (OFSTED Report February 2020). The OFSTED reports states ...

"St Birinus School is a vibrant and inspiring place for pupils to learn. Pupils are very proud of their school. They feel it is a friendly and welcoming place where they really feel valued."

St Birinus is in the top 5% of all schools nationally for boys' progress which accurately reflects our aspirational expectations and ethos.

Physical education and school sport are an integral and valued part of the curriculum at St Birinus School and are recognised and celebrated at all key stages. We have a strong and dedicated team who share the same drive to deliver the highest quality of teaching and learning whilst providing the best possible opportunities in an inclusive and supportive environment. We aim to ensure that all our students leave us with the knowledge and skills to enjoy participating in lifelong physical activity.

The school has great facilities with a gymnasium and Sports Hall for indoor use in the attached Didcot Leisure Centre, as well as tennis courts and playing fields which accommodate football and rugby in the winter, and an athletics track, long jump in the summer.

The extra-curricular life of the department is strong, with a plethora of clubs and fixtures offered across the duration of the academic year. The PE Department provides opportunities for students to participate in football, rugby, badminton, swimming and athletics. We are committed to sporting excellence, with a high attendance rate across all clubs, and high success rate in competitions at local, county, regional and national level.

Inspiring Excellence through Care, Courtesy and Commitment

The Department

KS3

Pupils will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Pupils will be taught to...

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, softball, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Health and Fitness (including Core Skills Testing)</p> <ul style="list-style-type: none"> • Introduce and develop heart rate • Fitness Testing • Basic and developed Circuit Training • Sustained running • Skill related fitness • Health Related components • Interval Training <p>Rugby</p> <ul style="list-style-type: none"> • Ball familiarisation • Introduction to passing • Passing – use of width • Tackling technique • Attacking/outwitting an opponent • Competition <p>Cross-Country</p> <p>Table Tennis</p> <ul style="list-style-type: none"> • Grip and backhand push • Forehand push • Service • Forehand top spin • Singles game play 		<p>Badminton</p> <ul style="list-style-type: none"> • Grip and ready position • Underarm clear • Overhead clear • Drop Shot • Basic underarm service • Competitive game <p>Football</p> <ul style="list-style-type: none"> • Movement with the ball • Passing and movement • Passing variations • Shooting • Attacking <p>Basketball</p> <ul style="list-style-type: none"> • Ball familiarisation • Dribbling and pivoting • Passing and movement • Shooting – set shot • Shooting – lay up • Competitive game (3 v 3) <p>Table Tennis</p> <ul style="list-style-type: none"> • Grip and backhand push • Forehand push • Service • Forehand top spin • Singles game play 		<p>Softball</p> <ul style="list-style-type: none"> • Fielding techniques • Batting • Base running • Fielding positions • Basic Rules <p>Athletics</p> <ul style="list-style-type: none"> • Running technique • Pace running – 800m • Jumping – Long Jump • Throwing – Shot Putt • Throwing - Javelin <p>Tennis</p> <ul style="list-style-type: none"> • Racket familiarisation • Forehand - control • Forehand - accuracy • Backhand - control • Serve - control • Game play - singles 	
Year 8	<p>Rugby</p> <ul style="list-style-type: none"> • Refine handling skills • Develop passing • Develop tackling • Kicking • Tactical play • Competitive games <p>Cross-Country</p> <p>Table Tennis</p> <ul style="list-style-type: none"> • Backhand topspin • Singles game play • Game play – strategies 		<p>Badminton</p> <ul style="list-style-type: none"> • Develop ready position • Develop overhead clear • Smash • Disguised shots • Develop doubles gameplay • Develop competitive games <p>Football</p> <ul style="list-style-type: none"> • Developing passing • Dribbling, turning • Development of shooting • Developing an attack • Outwitting an opponent • Defensive strategies/tactics <p>Basketball</p> <ul style="list-style-type: none"> • Develop passing and receiving • Attacking principles • Defending skills • Develop shooting – set shot • Develop shooting – jump shot • Competitive game – 5 v 5 <p>Table Tennis</p> <ul style="list-style-type: none"> • Backhand topspin • Singles game play • Game play – strategies 		<p>Softball</p> <ul style="list-style-type: none"> • Develop fielding • Batting Techniques • Pitching • Develop rules <p>Athletics</p> <ul style="list-style-type: none"> • Sprinting • Jumping - High Jump • Throwing - Javelin • Relay <p>Tennis</p> <ul style="list-style-type: none"> • Combining ground strokes • Serve - accuracy • Ground strokes - slice • Game play – strategies 	

KS4

In addition to core PE lessons for students in years 9, 10, 11, students choosing PE as a GCSE option receive 4 x 1-hour lessons of PE per fortnight in years 9 and 10 and 5 x 1 hour lessons of PE per fortnight in year 11.

Examination Board: AQA

Paper 1: The human body and movement in physical activity and sport (30% of the GCSE)

- Applied anatomy and physiology: The musculoskeletal system, the cardio-respiratory system, anaerobic and aerobic exercise, the short and long term effects of exercise
- Movement Analysis: Lever systems and the mechanical advantage they provide in movement, planes and axes of movement
- Physical Training: The relationship between health and fitness and the role of exercise, the components of fitness, benefits for sport and how fitness is measured, the principles of training and their application to personal exercise programmes, how to optimise training and prevent injury, effective use of warm up and cool down
- Use of Data

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30% of the GCSE)

- Sport Psychology: Classification of skills, the use of goal setting and SMART targets to improve and/or optimise performance, Basic information processing, Guidance and feedback on performance, Mental preparation for performance.
- Socio-cultural influences: Engagement patterns of different social groups in physical activity and sport, Commercialisation of physical activity and sport, Ethical and socio-cultural issues in physical activity and sport
- Health, fitness and well-being: Physical, emotional and social health, fitness and well-being, The consequences of a sedentary lifestyle, Energy use, diet, nutrition and hydration
- Use of Data

Non Exam Assessment: Practical Performance (40% of the GCSE)

- Practical performance in three different physical activities in the role of player/performer. These must come from a list predetermined by AQA (25 marks each)
- Analysis and evaluation of performance to bring about improvement in one activity. Written report (25 marks)



JOB DESCRIPTION

Classroom Teacher

Responsible to: Head of the Faculty (Teacher) / Head of Year (Form Tutor)

Responsible for: The provision of a full and rich learning experience and support for students

Job Purpose:

- To communicate infectious enthusiasm for your subject and a passion for every student to fulfil their potential whatever their starting point and level of ability
- To fulfil the expectations of the Teacher Standards in the context of being a teacher as part of a Subject/Faculty team and as a Form Tutor as part of a Year team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor including Ethos and Leadership
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Principal Responsibilities

To meet all requirements as appropriate to the Teacher Standards which are exemplified by the responsibilities listed below:

Teaching & Learning

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that Literacy and Numeracy and ICT are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's policy, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

Operational/Strategic planning & Quality Assurance

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and students
- To contribute to the Curriculum Area/Department's development plan and implementation
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the Faculty Area Development Plan and the whole school's Development Planning
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the faculty/subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Curriculum Provision and Development

- To assist the Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our Aims and Strategic Objectives

Staff Development, Recruitment & Wellbeing

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Communications

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school, including whole staff briefings and faculty briefings
- To take part in marketing and liaison activities such as Open Evenings, Parent Evenings, liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

Care, Guidance and Support

- To be a Form Tutor to an assigned group of students and to contribute to Tutor Time and other tutor-based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with a Year Leader to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of tutees and keep up-to-date student records

- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour Policy (Standard Operating Procedures) so that effective learning can take place
- To follow the school's procedures for safeguarding, as outlined within the Safeguarding Policy

General Duties

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, specifically for the year 2010/11, or any subsequent legislation.

Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



PERSON SPECIFICATION

Criteria	Essential	Desirable	How Assessed
Experience	<ul style="list-style-type: none"> Classroom Teaching at 2 or 3 Key Stages 	<ul style="list-style-type: none"> 6th Form Teaching 	Letter, application form and references
Knowledge and Understanding	<ul style="list-style-type: none"> Knowledge of effective teaching & learning styles and types of assessment Excellent subject knowledge Good ICT skills 	<ul style="list-style-type: none"> Ability to use and understand assessment data. Familiarity with AFL 	Interview, letter of application, sample lesson
Teaching and Learning	<ul style="list-style-type: none"> A passion for your subject Commitment to raising standards of achievement Commitment to CPD Willingness to learn, work collaboratively, and commitment to own professional development High expectations of all pupils Ability to create an effective learning environment for all students 	<ul style="list-style-type: none"> Evidence of successful lesson planning and delivery Evidence of successful improvement in outcomes 	Sample lesson, application Form
Skills and Attributes	<ul style="list-style-type: none"> Ability to establish good working relationships with colleagues and students Ability to work in a team Good time management Good communication skills 	<ul style="list-style-type: none"> Evidence of innovative practice 	Evidence of innovative practice
Personal Qualities	<ul style="list-style-type: none"> Strong moral purpose Growth mindset and lots of resilience Flexibility Commitment to excellence Forward thinking Sense of humour 	<ul style="list-style-type: none"> Potential for promotion 	Interview and sample lesson



APPLICATION PROCESS

Applications should be made by **9am on Monday 18th November 2024**
by following this link: <https://mynewterm.com/jobs/138762/EDV-2024-SBS-90963>

We encourage visits to our school in advance of applications. For further information regarding this vacancy, the application process, or to arrange a visit, please contact Mrs Helen Cliff, PA to the Headteacher, by emailing hcliff@St-birinus.oxon.sch.uk or by calling 01235 814444.

If you would like further information regarding the Faculty, please either

- view our website <https://www.st-birinus-school.org.uk/> or
- contact Mr Stephen Tamblin, Head of PE by emailing stamblin@st-birinus.oxon.sch.uk

Ridgeway Education Trust is committed to safeguarding, equality and promoting the welfare of children and expects staff working in all its schools to share this commitment. The successful applicant will be subject to satisfactory enhanced DBS, references and pre-employment safeguarding checks. All Leadership roles will require a Section 128 check. The possession of a criminal record will not necessarily prevent an applicant from obtaining a post. All cases are considered confidentially and according to the nature of the role and information disclosed.

To view our Safeguarding policy, please visit our website: <http://www.st-birinus-school.org.uk/1852/sbs-policies>. Please be aware that you will be required to bring your original degree certificate, proof of residence and photographic ID, as applicable, to interview.

St Birinus School is a Family Friendly School, committed to supporting our staff so that they can carve out a professional and personal life that is fulfilling and balanced.

Our [RET Staff Charter](#) summarises the commitment we make to all staff who join and work at Ridgeway Education Trust.

We are committed to expressing our values of high quality learning, respectful relationships and an inclusive environment in the day to day experience of staff and students throughout the school.

St Birinus School is an equal opportunities employer.



ST BIRINUS SCHOOL

Address: St Birinus School, Mereland Avenue, Didcot, Oxfordshire, OX11 8AZ

Telephone: 01235 814444 **Website:** www.st-birinus-school.org.uk/

Email: stbirinus@st-birinus.oxon.sch.uk

Headteacher: Mr William Manning **CEO:** Mrs Rachael Warwick

Chair of Governors: Mr Conor Byrne

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