



JOB DESCRIPTION

Teacher of PE (Maternity Cover)

REPORTS TO:	Head of PE
PAYSCALE:	Main Scale to Upper Pay Scale
LOCATION	Epping St. John's C of E School
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher
CONTRACT:	Maternity Cover, Full-Time – May 2025 Start (TBC)

PURPOSE OF THE JOB

- Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Liaison with:

- The post-holder will be expected to network and liaise with the Head of Department, Department Team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents.

Oversight of:

- Students' attainment, progress and outcomes.

Specific Responsibilities

- To teach PE across the 11 – 16 age range, including GCSE under the direction of the Head of Department.
- To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
- To assess and report on students' attainment and progress in KS3 and on GCSE grades and progress in KS4.
- To teach to the requirements of the National Curriculum programme.
- To be a form tutor to an assigned tutor group and to carry out related duties.
- To carry out a share of supervisory duties.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have a clear understanding of the needs of all students, including those with special education needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
- To impart knowledge and develop understanding through effective use of lesson time.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Main Expectations of the role

- Being aware of students' capabilities, their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate a clear understanding of appropriate teaching strategies.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Promote a love of learning and children's intellectual curiosity.
- Support strategies to promote high standards of behaviour.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

Additional duties:

- To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing lunch duties each week as required by the Headteacher
- To support student progress by completing one homework club session and/or one enrichment/intervention session after school each week as required by the Headteacher

Other specific duties:

- To continue personal development as agreed.
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Headteacher not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Teacher of PE

		Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or working towards it. • A degree or equivalent qualification in Physical Education or a related subject. • Evidence of ongoing professional development. • Additional coaching qualifications in specific sports. • First Aid certification. • Training or qualifications in outdoor education or adventure sports. 	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p>
Experience	<ul style="list-style-type: none"> • Experience teaching PE in a secondary school setting (including during training placements). • Demonstrable experience of delivering a broad and balanced PE curriculum. • Proven track record of raising achievement in PE or evidence of ability to do so. • Experience in organizing and leading extracurricular sports activities or clubs • Experience of leading, managing and supporting activities in a classroom environment • Experience of working with children and young people • Experience teaching examination PE courses (e.g., GCSE, BTEC, A-Level). • Leadership experience within a PE department or in extracurricular sports. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>
Knowledge and Understanding	<ul style="list-style-type: none"> • An understanding of the expectations Ofsted Framework regarding effective teaching & learning • Good knowledge of Microsoft Office • Strong subject knowledge of PE and its associated pedagogy, including national curriculum requirements. • Awareness of current educational developments and initiatives within PE and the wider curriculum. • Understanding of how to use assessment to inform planning and monitor student progress. • Knowledge of safeguarding practices and a commitment to ensuring the welfare of all students. • Awareness of the role of PE in promoting diversity, inclusion, and mental well-being. • Understanding of the importance of student voice in shaping the PE curriculum and extracurricular offerings. • Knowledge of effective strategies to engage reluctant participants in PE and physical activity. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	

Skills and Abilities	<ul style="list-style-type: none"> • Ability to deliver engaging, inclusive, and well-structured PE lessons that motivate and challenge all students. • Strong classroom management skills, with the ability to create a positive and respectful learning environment. • Ability to work collaboratively as part of a team and contribute to the wider school community. • Effective communication skills, both written and verbal, with students, parents, and colleagues. • Competence in the use of technology to enhance learning and administration. • Strong organisational skills and the ability to manage time effectively. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	
Personal Qualities	<ul style="list-style-type: none"> • High expectations for all students, believing in their potential to achieve. • Enthusiasm and passion for PE and the ability to inspire students. • A commitment to promoting a healthy and active lifestyle among young people. • Resilience, adaptability, and a willingness to contribute to the broader life of the school and MAT. • A reflective practitioner with a commitment to continuous improvement. • Upholds the values and ethos of the MAT, demonstrating professionalism and integrity at all times. 	<p style="text-align: center;">X</p>	