



Head of PE Job Description



Simon Balle All-through School is an outstanding learning community and therefore teaching and learning is at the heart of all we do. Academic results are incredibly important. Our curriculum is relevant and fairly traditional, with a great emphasis upon the core subjects, humanities and languages, sitting alongside a promotion and love of the arts and creativity. Wider curriculum opportunities are equally important and this includes our vision for all students to explore and be curious about the world around them.

Job Title	Head of PE
TLR	TLR 1a
Accountable to	Relevant member of the Senior Leadership Team
Line Management Responsibilities	Teaching staff, Sports Apprentice, Learning Support Assistants (LSAs) and other personnel within the department including subject leaders
Responsible for	The dynamic and effective strategic and operational leadership of Physical Education and sporting life at Simon Balle All-through School.
<p>A TLR payment is made to a classroom teacher for occupying a post that undertakes a sustained additional responsibility, for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable.</p> <p>All TLR job descriptions define the responsibilities of the post holder as being:</p> <ul style="list-style-type: none"> • Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Conditions Document (STPCD). • To fulfil expectations of teachers with TLRs as outlined in the current School Teachers' Pay & Conditions Document (STPCD). • To comply with Health and Safety at Work Legislation. 	
Hours of Work: (Full Time Equivalent – FTE)	
The statutory arrangements for working time are set out in the STPCD for classroom teachers (other than staff paid on the leadership pay scale).	

It is expected that the post holder will carry out her/his responsibilities within this framework.

Post holders are also responsible to the Headteacher and Senior Leadership Team of the School for ensuring the general good order and discipline of the School and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the School, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the School are seen as inter-related.

POST RESPONSIBILITIES

SECTION (A) Generic to all Heads of Department

In addition to carrying out the duties of a class teacher as outlined in the current School Teachers' Pay and Conditions Document the post-holder will be expected to undertake the following duties for which they will receive a TLR: -

CULTURE AND ETHOS

SCHOOL CULTURE

1. To play a full part in the life of the all-through School community, to support its distinctive vision and values and to lead staff and students in doing the same.
2. To actively support and implement the School's policies and aspirations.
3. To adhere to the staff professional code of conduct and promote a culture of positive and respectful relationships across the department ensuring a safe, orderly and inclusive environment.
4. To uphold ambitious educational standards that prepare students from all backgrounds for the next phase of education and life – to create tomorrow's citizens today.

BEHAVIOUR

1. To establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are clearly understood by all staff and students.
2. To ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour for learning policy so that effective learning can take place both in classrooms and in the department areas.
3. To implement consistent, fair and respectful approaches to managing behaviour.
4. To ensure that adults within the department model and teach the behaviour of a good citizen.

PROFESSIONAL DEVELOPMENT

1. To ensure staff have access to high quality, evidence-informed sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, department and individual needs.
2. To lead the professional growth of the department and the individuals in it, by example and through instructional coaching and mentoring, establishing a culture of self-development and self-reflection.

CURRICULUM AND TEACHING

TEACHING

1. To demonstrate high standards of teaching which impact on the learning, progress & achievement of students and, as such, to be a positive role model to other staff.
2. To establish and sustain high quality, evidence-informed, expert teaching and learning across the department in keeping with the School's vision, values, and Improvement Plan ensuring that Threshold Standards are maintained where appropriate.
3. To ensure that every student is challenged in their learning and given the opportunity and support to make progress and achieve their best.
4. To ensure teaching is underpinned by high levels of subject expertise and approaches, which respect the distinct nature of subject disciplines.
5. To encourage and take responsibility for the learning environment by overseeing visual materials and classroom displays.
6. To implement and monitor the application of the School's Teaching and Learning and Home Learning Principles within the Department.

CURRICULUM AND ASSESSMENT

1. To ensure an inclusive, rich and challenging taught and enrichment curriculum designed to inspire curiosity and build subject mastery, including the skills of reading, writing, numeracy and oracy.
2. To work with Primary Subject Champions to ensure a progressive and sequential curriculum, designed to develop a depth of knowledge and ensure the integrity of each subject is respected with key vocabulary being explicitly taught.
3. To ensure that curriculum maps and year group overviews reflect the taught curriculum
4. To monitor and support the overall progress and attainment of students within the department, particularly the vulnerable groups such as PP, PP+ and BAME and be accountable for raising standards across the Department,
5. To devise and implement assessment, monitoring and evaluation procedures, including reporting to parents, ensuring consistency with School policy and legislation.
6. To regularly analyse data to ensure that each group or cohort is on track to meet or exceed the targets set and identify intervention strategies to support progress as required.

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

1. To ensure the department holds ambitious expectations for all students with additional and special educational needs and disabilities.
2. To establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
3. To ensure the department works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
4. To ensure the department fulfils its statutory duties with regard to the SEND code of practice.

ORGANISATIONAL EFFECTIVENESS

ORGANISATIONAL MANAGEMENT

1. To ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
2. To prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
3. To ensure staff are deployed and managed well with due attention paid to workload.
4. To establish and update where necessary, systems, processes and policies, including Risk Assessments, that enable the department to operate safely, effectively and efficiently.

SCHOOL IMPROVEMENT

1. To make use of effective and proportional processes of evaluation to identify and analyse problems and barriers which limit department effectiveness, and identify priority areas for improvement.
2. To develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the department's and school's context.
3. To ensure careful and effective implementation of improvement strategies, which lead to sustained department improvement over time.
4. To build a team of teaching and support staff who know and understand their professional responsibilities and are held to account for their performance through the School's appraisal system.

PARTNERSHIPS

1. Liaising with subject associations, heads of department and outside agencies to gain an awareness of developments related to the teaching across the department that support learning and progress.

2. To forge constructive relationships beyond the school, working in partnership with parents, carers, governors and the local community.
3. To promote the subject with parents and students as a positive subject choice.

SECTION (B) Specific Duties for this post

In addition to Section A, this specific part of the Job Description includes::

1. Developing a strategic vision for PE & Sport across the All-through school, within the overall strategic vision of the school, ensuring the holistic personal development of students as well as fulfilling the potential of the more elite performers with the curriculum and extra curricular activities.
2. Enabling every student to reach the highest sporting standards, consistently supporting and promoting excellence and ambition in a thriving department and across the school.
3. Have primary responsibility to lead the department in enhancing academic standards within the PE curriculum. This is across all key stages.
4. Liaise with the facilities department and grounds staff/contractors to ensure that indoor and outdoor facilities are well maintained and effective planned provision is made for tournaments and special events.
5. Ensure that all relevant aspects of Health and Safety are understood and procedures followed by staff involved in coaching and other sport related activities (including risk assessments)
6. Serve as a role model to staff members, demonstrating leadership qualities such as integrity, accountability and resilience. This will foster a culture of empowerment and self improvement.

This post is classed as having a high degree of contact with children and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the school's pre-employment checks.

The job description sets out the duties of the post at the time it is drawn up, it will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

Simon Balle is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. We are also committed to the equality of opportunity for all. Applicants for this post must be willing to undergo child protection screening, including reference checks with previous employers and the Disclosure and Barring Service.