

Ivybridge Community College



Teacher of Physical Education

Candidate Information



Respect Aspiration Integrity Compassion

Ivybridge Community College



April 2024

Rachel Hutchinson
Principal

Dear Candidate

Teacher of Physical Education

Thank you for your interest in the position of Teacher of Physical Education at Ivybridge Community College.

This is a fantastic opportunity to work in a flourishing department and as a College, we are committed to providing an excellent education for ages 11-18. Inherent in everything we do is a culture of high expectations and aspirations. Students are encouraged to develop a love of learning, to think for themselves and to maximise their full potential.

The successful candidate will gain a wealth of experience from working across the College, whilst receiving support and guidance from the Leadership Team.

I look forward to receiving your completed application.

Yours sincerely

Rachel Hutchinson
Principal

Physical Education Department

The Post

Thank you for showing an interest in the Teacher of Physical Education post. This is an opportunity to join an outstanding team of Physical Education teachers in a large vibrant department.

The Department

The successful candidate will join a dynamic, committed and hardworking department. We have a range of ages and experience within our staff and many have responsibilities in the wider College. All colleagues take on responsibilities within the department and all contribute to the high quality of extracurricular opportunities available, driving the enrichment opportunities for our students.

Staffing

The Management Team of the department comprises the Head of PE, one Deputy Team Leader and two Assistant Team Leaders. We have specialist PE teachers, all of whom are expected to take some responsibility within the department in addition to their teaching commitments. A full-time Community Sports Development Manager is also employed to oversee community use of our excellent facilities. There are Elite Sporting Academies with a specialist coach supporting the students' success in Rugby, Football and Netball.

Curriculum

- National Curriculum Physical Education is taught for four hours a fortnight to all students in Key Stage 3.
- Key Stage 3 classes taught are single sex and are grouped according to ability.
- Key Stage 4 classes follow pathways and are grouped according to their selection.
- GCSE students follow the AQA syllabus and receive four hours of instruction a fortnight; this is in addition to their Core PE lessons.
- BTEC Sport is also run from Years 9 to 11 as an examination option.
- Approximately 120 students a year undertake GCSE Physical Education and/or BTEC Sport.
- At Key Stage 5, the A Level programme follows the OCR syllabus and students have nine lessons a fortnight.
- The department has had high levels of success at both GCSE and A Level over the years.
- At Key Stage 5, the BTEC course is now well-established, leading to a Diploma in Sports Development, Coaching and Fitness.
- At Key Stage 5, the BTEC Level 3 in Uniformed Protective Services is offered.



Facilities

The College has outstanding facilities for Physical Education.

Indoor facilities include:

- A Fitness Centre with thirty cardiovascular machines and twelve resistance machines.
- An Olympic Weightlifting Room with ten lifting platforms.
- A Sports Hall with a sprung Granwood floor.
- A Gymnasium with a sprung floor and mirrors.
- Two Dance Studios with mirrors.
- Four indoor Teaching Rooms.
- A staff office and two staff changing rooms.

Outdoor facilities include:

- 100m x 70m new 3G pitch used for all outdoor sports.
- 40 x 40m 4G pitch used for outdoor sports.
- An 8-lane tartan track with a jump pit at one end, alongside the all-weather pitch.
- Outdoor Tennis Courts, all of which are floodlit.
- Two outdoor Basketball Courts and four outdoor Netball Courts.
- One grass Rugby Pitch.
- A four-lane 200m Athletics Track.

Enrichment

The department runs an extensive programme of activities and clubs outside of the normal curriculum. In addition to PE teachers, the department has tremendous support from non-PE specialists and a number of Sports Academy coaches. Enrichment activities occur before College, at lunchtime, after College, in the evenings and at weekends.

A large number of students represent the College at County, Regional and National Level in a wide variety of sports. Recent international honours have been gained across Rugby and many sports.

In the last few years College teams have reached national finals in Gymnastics, Tennis, Rowing, Football and Rugby whilst the College Swimming and Netball Teams also enjoy a high reputation and level of success.

The College has strong links with community based clubs and professional clubs within the area.



JOB DESCRIPTION

Post: Teacher of Physical Education

Accountable to: Head of Physical Education

Salary: MPS/UPS



Introduction

This Job Description outlines the purpose and key tasks required to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties/specific tasks may be varied from time to time, which do not change the general character of the job or the level of responsibility entailed. This will allow flexibility for the College to respond to changing priorities and also support and enhance individual professional development.

Terms and conditions for staff employed on teaching contracts are detailed in the current School Teachers' Pay and Conditions document.

Purpose

To carry out the duties of a teacher as set out in the most recent School Teachers' Pay and Conditions document. Your aim is to be an effective teacher and tutor who challenges and supports all your students to do their best and achieve their potential by:

- Inspiring trust and confidence in your students and colleagues.
- Building team commitment amongst your students and colleagues.
- Engaging and motivating students.
- Analytical thinking.
- Taking positive action to improve the quality of your students' learning.

Responsibilities

- As a subject teacher, maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and take account of wider curriculum developments, which are relevant to your work.
- Teach students according to their particular needs, including the planning, preparation and assessment of work in line with the policies of the College.
- Implement and maintain excellent classroom management and follow College policies for behaviour management.
- Plan tutorials, lessons and sequences of lessons to meet students' individual learning needs across all the Key Stages - Key Stage 3, 4 and 5.
- Use a range of appropriate strategies and follow College policies for tutoring, teaching, behaviour management.
- Assess, monitor and record the progress of students in your teaching and tutorial groups; give them constructive feedback, targets and advice; and report their progress to, and discuss their progress with, their parents/carers.
- Do all you can to ensure that, as a result of your tutoring and teaching, your students

achieve well relative to their prior attainment, making progress as good as or better than similar students nationally.

- Within the framework of the College's Appraisal and CPL policies, take responsibility for your own professional development and use the outcomes to improve your tutoring and teaching and your students' learning.
- Make an active contribution to the policies, aspirations and plans of your Year, your curriculum, your student performance team and the College.

Observe all College policies / procedures / working practices / regulations and in particular to comply with the College's Equality and Diversity Policy, Health and Safety Policy, Financial Regulations, Safeguarding Policy and the Code of Conduct.

This is not an exhaustive list and the post holder will be expected to respond to changing priorities.

Professional Aspiration

All teachers, through professional growth and sustained and substantial performance and contribution to the College should aim to improve Teaching and Learning.

They provide a role model for teaching and learning, making a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use outcomes effectively to improve students' learning.

Teachers should make a sustained and substantial contribution once progression has happened. The teacher must show that she/he has 'grown professionally post threshold' by developing their teaching expertise.

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