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| **Date** | **16.05.2023** |

**JOB DESCRIPTION**

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| **Teacher of Boys’ PE** |

**Job title:**

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| **Head of Faculty** |

**Reporting to:**

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| **St Clare’s** |

**Department/School:**

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| **DBS** |

**Checks:**

*The job holder’s responsibility for promoting and safeguarding the welfare of children and young person’s for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School’s Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.*

*The school will test and assess candidates to ensure they meet the criteria in this document during your selection process including your suitability to work with children. If you are shortlisted, the school will take up any discrepancies or anomalies in the information provided or issues arising from references at interview. The school will contact current and previous employers if the applicant is shortlisted as part of our pre-appointment check; where appropriate the school will require a criminal record check via the Disclosure and Barring Service (DBS) in England & Wales (or Access NI in Northern Ireland or Disclosure in Scotland).*

**Working With Us**

Achieving more than you believed possible – that is what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita’s launch in 2004, we have built an international network of 100+ schools that serve some 80,000 pupils across twelve countries in the UK, Europe, Latin and North America, South-East Asia, and Middle East.

Cognita’s international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

**Job Summary**

Under the direction of the Middle and Senior Leadership Team:

* Teach Boys’ PE and Games from Reception to Year 11.
* Teach GCSE and A Level PE to Years 10 -13.
* Work in partnership with Teacher of Girls’ PE and Games and primary school teachers to deliver engaging PE and Games lessons.
* Organise a programme of events and activities to ensure a wide range of sporting opportunities are accessible to all pupils.
* Timetable a balanced provision of extra-curricular activities, including lunchtime and after-school clubs.
* Promote participation in sport across the school.
* Ensure high quality education for all students and ever-improving standards of learning and achievement.

**Key Responsibilities**

* Lead by example, providing inspiration, motivation and purpose.
* Show commitment to the aims and objectives of the department, helping to ensure that long, medium and short-term objectives are achieved to secure school improvement and targets which secure the educational success of the school.
* Provide information, objective advice and support to the Head of Faculty, Middle Leadership and Senior Leadership Team to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievements.
* Plan for effective monitoring, evaluating and reviewing of pupil attainment to secure pupil progress.
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

**Principal Working Relationships**

* Internal: Head Teacher, Senior Leadership Team (SLT), Assistant Head Wellbeing & Attitudes to Learning, Director of Teaching & Learning, Head of Faculty, teaching staff, relevant non-teaching support staff and parents

**Person Specification**

***Competencies for the Role:***

**Role Specific**

Collaborating with colleagues the teacher of Boys’ PE & Games will -

**Teaching and learning:**

* Monitor the progress of pupils of all ability against measurable targets, ensuring high standards of work, providing oral and written reports to senior staff on a regular basis.
* Liaise with senior line manager, as appropriate, to ensure consistency of practice.
* Assist children with Additional Learning Needs in line with IEPs provided by ALNCO.
* Maintain a register of pupils which shows progress made over time.
* Provide oral and written reports to parents and attend progress meetings as required.

**Assessment and Monitoring:**

* Responsible for the assessment and monitoring of pupils.
* Contribute to the development of effective examinations and assessment which reflects the school's mission statement and whole school policy on assessment.

**Values Based Behaviours – the behaviours associated with our company values:**

* Excellence
* Respect
* Integrity
* Collaboration
* Accountability

**Remuneration**

* Competitive salary – in line with IAPS independent school pay scale.
* Teacher pension scheme.
* School fee discount.
* Professional development.

**Equal Opportunities Policy**

Promote equal opportunities in all aspects of responsibility according to the school's aims and objectives.

Signed: ………………………………....………………….… Date: ….…………………..………………………………

Name (Print): ……………………………………………….

**Person Specification – Teacher of Boys’ PE & Games**

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|  | Essential | Desirable |
| **1. Qualifications and Training**   * 1. Qualified teacher status.   2. Professional qualification relevant to the post.   3. Experience in teaching the PE GCSE and A Level examination course.   4. Hold a range of sports coaching qualifications.   5. Experience of running extra-curricular provision.   6. Experience of developing and promoting sport in the local community.   7. Experience in teaching another subject/s within the school curriculum.   8. Professional development relevant to the post. | ü  ü  ü  ü  ü  ü  ü  ü |  |
| **2. Experience:**   * 1. Evidence of excellent classroom practice.   2. Experience/knowledge of current initiatives in education.   3. Ability to teach PE & Games to KS3, KS4 & KS5.   4. Ability to use ICT to support teaching and learning.   5. Ability to incorporate assessment for learning strategies into everyday practice.   6. Ability to prioritise, plan and organise self and others.   7. Ability to engage, enthuse and motivate students.   8. Evidence of innovation in own teaching.   9. The ability to plan lessons and sequences with clear objectives to ensure progression for all students. | ü  ü  ü  ü  ü  ü  ü  ü  ü |  |
| **3. Aptitude and Skills**   * 1. Enthusiasm and a love for the job   2. Clear vision and an innovative approach for learning ad teaching.   3. Demonstrate ability in the subject relevant to the learning needs of the students.   4. A commitment to developing extra-curricular activities to enhance progress, enrichment, enjoyment and attainment in PE.   5. Good personal presence; a sense of humour.   6. Excellent communication skills, both verbal and written.   7. Diplomacy and excellent interpersonal skills.   8. Ability to develop and maintain effective relationships with colleagues, pupils and parents.   9. Approachable, accessible and flexible.   10. Ability to work effectively under pressure, prioritise and meet deadlines. | ü  ü  ü  ü  ü  ü  ü  ü  ü |  |
| **4. Teaching and Learning**   * 1. Match teaching to the pupils’ individual needs.   2. Use a variety of teaching styles, including individual, group and whole class approach.   3. Deliver a curriculum entitlement to include pupils of all abilities.   4. Create appropriate, purposeful & stimulating environments for pupils’ learning. | ü  ü  ü  ü |  |
| **5. Assessment and Monitoring**   * 1. Use assessment skills to set agreed targets with pupils.   2. Use effective monitoring techniques to ensure targets are met.   3. Ability to communicate pupils’ progress effectively to key partners. | ü  ü  ü |  |