



St Edward's  
CHELTENHAM

## Job Description

Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

<b>Post title:</b>	Teacher of Girls' PE & Games
<b>Hours of work:</b>	Monday - Friday, 8:00 am to 5:30 pm, Term Time
<b>Remuneration:</b>	Commensurate on experience
<b>Responsible to:</b>	Director of Sport
<b>Contract Duration:</b>	Maternity Cover FTC till End of May 2025.
<b>Start Date :</b>	September 2024

### Main Responsibilities:

The successful post holder will oversee the coordination and running of girls' sport, with particular responsibility for netball.

The main sports for girls are traditional games activities and the successful applicant will ensure appropriate provision of these sports for our girls. In addition to these core sports, we offer a significant number of alternative sporting opportunities for our girls in a bid to maximise engagement in pursuit of a healthy and active lifestyle. The main responsibilities include:

- To organise, plan, monitor and evaluate the Core and Extra-Curricular PE Curriculum for female students.
- To organise, plan, monitor and evaluate an examination course (either Key Stage 4 or 5 depending on experience).
- To deputise for the Director of Sport.
- To undertake the normal classroom responsibilities of a class teacher and form tutor.
- To promote and work within the school's ethos.
- To promote sport and a healthy lifestyle throughout the school.
- To coordinate the staffing of fixtures and clubs within Girl's PE, including some Saturday fixtures.
- In conjunction with the Director of Sport oversee Sports Day and House competitions.
- Oversee the distribution of Colours to sports team members.
- In conjunction with the Director of Sport oversee the general upkeep, maintenance and repair of the sports facilities.

- Coordinate the maintenance of displays and the changing room within Girl's PE.
- To oversee Years 7-9 Girl's Core PE, Years 7-13 Girl's Games and Key Stage 4 or Key Stage 5 examination PE.

### **Position in Structure**

Key Stages responsible for Years 7-9 Girl's Core PE, Years 7-13 Girl's Games and Key Stage 4 or Key Stage 5 examination PE.

### **Strategic direction and development of the subject**

Within the context of the school's aims and policies, to develop and implement subject policies, plans, targets and practices.

### **Teaching and learning**

- Ensuring all necessary departmental policies and guidelines are developed, kept up to date, understood and adhered to.
- Ensuring appropriate Schemes of Work are in place at all levels which reflect the needs of all pupils including those with SEN and which also reflect appropriately challenging use of ICT.
- Curriculum development including overseeing the research, preparation for, and introduction of, new syllabuses and courses as is either appropriate or necessary.
- Ensuring that all staff set and maintain appropriately high standards.
- Creating a climate where good practice is shared as a matter of course and where staff development needs are identified and met as fully and professionally as possible.
- Advising on appropriate forms of classroom management and teaching methods.
- Overseeing the regular setting and monitoring of homework in line with school policy.
- Ensuring that the standards of class work are suitably challenging at all levels of ability.
- Monitoring standards of teaching and learning within the Department and agreeing appropriate strategies and Action Plans to improve these when necessary.
- Ensuring that work is marked regularly and appropriately in line with marking policy.
- Ensuring that appropriate coursework is set, marked and moderated in line with examination boards regulations.

### **Leading and managing staff**

To provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

### **Efficient and effective deployment of staff and resources**

To identify appropriate resources (human and material) for the subject and ensure that they are used efficiently, effectively and safely. The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. It is not necessarily a comprehensive definition of the post and should be seen as enabling

	<p>rather than restrictive. It may be subject to modification or amendment after consultation with the post holder.</p> <p><b>Behaviour and Safety</b></p> <ul style="list-style-type: none"> <li>• Putting appropriate strategies in place to ensure an orderly atmosphere in the departmental area eg classes arriving at and leaving lessons, lessons started and finished professionally.</li> <li>• Supporting colleagues in line with the school’s policies when pupils are disruptive and uncooperative.</li> <li>• Ensuring that departmental teaching areas are orderly and well organised environments.</li> <li>• Promoting strategies that will lead to a calm, orderly atmosphere in the corridors and other public areas adjacent to the department teaching rooms.</li> <li>• Liaising with staff organising visits/tours/field work etc to ensure that proper arrangements are in place.</li> </ul> <p><b>All employees at St Edwards are expected to undertake additional duties as assigned by the Headmaster.</b></p>
<p><b>Subject Knowledge &amp; Understanding</b></p>	<ul style="list-style-type: none"> <li>• To have a thorough and up-to-date knowledge and understanding of the subjects being taught, level descriptors and specifications for examination courses.</li> <li>• To keep up to date with research and developments in pedagogy and the subject areas.</li> </ul>
<p><b>Professional Standards &amp; Development</b></p>	<ul style="list-style-type: none"> <li>• To be a role model to pupils through personal presentation and professional conduct.</li> <li>• To arrive in class before the start of the lesson, and to begin and end lessons on time.</li> <li>• To cover for absent colleagues as is reasonable, fair and equitable.</li> <li>• To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health &amp; Safety, and that of any other persons who may be affected by their acts or omissions at work.</li> <li>• To be familiar with the School’s handbooks and support all the School’s policies, e.g. those on Health and Safety, Safeguarding etc.</li> <li>• To establish effective working relationships with professional colleagues and associate staff.</li> <li>• To strive for personal and professional development through active involvement in the School’s appraisal system and performance management procedures.</li> <li>• To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.</li> <li>• To liaise effectively with parent/carers and with other agencies with responsibility for pupils’ education and welfare.</li> <li>• To be aware of the role of the Governing Body of the School and to support it in performing its duties.</li> <li>• To complete the on-line training courses as required by the school</li> <li>• To provide the documentation required to carry out a DBS check.</li> <li>• To be familiar with and implement the relevant requirements of the current SEN Code of Practice.</li> </ul>

- To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
  - have SEN;
  - are gifted and talented;
  - are not yet fluent in English.
- To uphold the school's core values.

## Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• A teaching qualification or the equivalent gained through experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualifications regarding child protection and/or SEN.</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Experience of working with or caring for children preferably within an educational context.</li> <li>• Experience managing challenging behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of working in education.</li> <li>• Experience dealing with pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• High level of personal and professional commitment.</li> <li>• An ability to strike a good Rapport with students, staff and parents.</li> <li>• Being a positive role model.</li> <li>• An ability to communicate effectively both verbally and in writing.</li> <li>• Good literacy and numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• An up to date, working knowledge of relevant Health &amp; Safety and Education legislations.</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
	<ul style="list-style-type: none"> <li>• A genuine enthusiasm for working with children.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong commitment to</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form</li> </ul>

<p><b>Personal competencies and qualities:</b></p>	<ul style="list-style-type: none"> <li>• To be committed to actively support the visions, aims and ethos of the school.</li> <li>• The ability to remain calm in many situations that involve children, adults and wider members of the school community.</li> <li>• Flexible, adaptable and enthusiastic.</li> <li>• Collaborative team player.</li> <li>• A willingness to contribute to extra-curricular activities and other aspects of school life.</li> </ul>	<p>continued personal development.</p>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Professional references</li> </ul>
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