

Royds

Everyone a leader, everyone a learner.

#LIVE
LOVE
LEARN



Physical Education Teacher

Full Time and Temporary
(Maternity Leave)
MPS/UPS

Required from February 2021



INVESTORS
IN PEOPLE

Silver
Until 2022



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Health &
Wellbeing
Award

Headteacher's Welcome

Our staff team is our greatest asset and I am incredibly proud of them and the impact that they have on our students. Everyone at Royds is a leader and a learner and we value everyone equally, regardless of the role

I would like to thank you for taking the time to read our application pack, we appreciate that applying for jobs is a time-consuming process. Please get in touch if you have any questions.

Recruitment Timeline

Closing Date:

Friday 8th January





Physical Education Teacher

Job Description

Post Title:	Physical Education Teacher
Grade:	MPS / UPS
Conditions:	Full time and temporary
Accountable to:	Responsible to the Headteacher, a nominated member of the Senior Leadership Team and Head of Department.
Accountable for:	N/A

Introductory Statement

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Purpose of the Job

- Under the direction of the Head of Department teach and help develop the Physical Education curriculum at Royds School.
- Support the development of the school ethos to underpin all that we strive to achieve.
- Further raise the performance and expectation of both colleagues and students.

Values

Our personnel management systems and recruitment are structured around the school values. We expect everyone in our school to be a leader and a learner; Royds staff must be life-long learners who want to lead and learn and model this for our young people. Our values are integral to day to day life in our school, but also at the heart of our school improvement. We therefore seek individuals who constantly strive to demonstrate the following values:

- Aspiration: Dream Big
- Resilience: Bounce-back-ability
- Respect: Communicate with Kindness
- Initiative: Problem Solving
- Reflection: Never Stop Learning

General Teaching Responsibilities

Teaching Standard 1

Teachers must set high expectations which inspire, motivate and challenge pupils.

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set appropriate and demanding expectations for students' learning and motivation.
- Set effective homework and extension work to encourage and enliven student learning.

Teaching Standard 2

Teachers must promote good progress and outcomes by pupils and be accountable for pupils' attainment, progress and outcomes.

- Provide and contribute to student assessments, reports and references. Monitor and evaluate the progress and achievement of students.
- Be accountable for student progression for allocated classes.
- Work to student targets and ensure that progress is tracked through a range of strategies.

Teaching Standard 3

Teachers must demonstrate good subject and curriculum knowledge.

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.

- When applicable, understand the demands expected of students in relation to the National Curriculum and KS3/4.
- Provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Contribute to the development of others by sharing professional learning, expertise and skills.

Teaching Standard 4

Teachers must plan and teach well-structured lessons.

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Contributing to the preparation and development of work schemes, resources, programmes of study, methods of teaching and assessment and pastoral arrangements.
- Promoting the achievement of high standards through effecting teaching and learning within subject area(s), preparation, evaluation and planning.
- Evaluate lessons, incorporating students' views and responses in order to reflect and act on strengths and areas for development.

Teaching Standard 5

Teachers must adapt teaching to respond to the strengths and needs of all pupils.

- Set clear targets for students' learning, building on prior attainment and ensure the personalisation of learning for all students.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.
- Provide effective differentiation within lessons and provide a variety of teaching and learning styles within the classroom.
- Take account and review school contextual factors and prior attainment when planning and teaching lessons.
- Reflect on the success of teaching strategies, individual lessons and scheme of work in meeting the needs of students.
- Adapt lessons and identify next steps in response to evaluation of student progress.

Teaching Standard 6

Teachers must make accurate and productive use of assessment.

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.

- Use student data to plan effective lessons.
- Provide good quality assessment using formative and summative methods in conjunction with the school's policies.

Teaching Standard 7

Teachers must manage behaviour effectively to ensure a good and safe learning environment.

- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Take an appropriate role in the pastoral structure of the school

Teaching Standard 8

Teachers must fulfil wider professional responsibilities.

- Prepare and present informative reports to parents.
- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Liaise effectively with students, staff, parents and other interested parties.
- To participate fully in the school's performance management process.

Personal and professional conduct

- Share corporate responsibility for the implementation of school policies and practices.
- Be a role model for students through personal presentation and professional conduct. To contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students.
- To attend and participate in regular meetings, and in training and other activities as required.
- To attend meetings with line managers as required.
- To demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- To ensure promotion and support of Equal Opportunities and Health and Safety.
- Maintain confidentiality inside and outside the school.

Safeguarding

- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.

- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- Perform particular duties in accordance with directions by the Headteacher to ensure student safety.
- Liaise with agencies responsible for students' welfare.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers. We promote diversity and want a workforce which reflects the population of Leeds.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade:

MPS / UPS Temporary

Conditions:

Teachers Terms and Conditions apply.

Safeguarding

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

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both in-house and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that educational change make it impossible Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.



Physical Education Teacher Employee Specification

Post Title:	Physical Education Teacher
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As outlined above, we operate a values-based recruitment system to find people who will live our school values and align to the holistic #LiveLoveLearn vision. The basic attributes below have been identified as important for the post-holder however once these have been met, the candidate most suited to our school culture will be identified through the application, interview, task and references as appropriate.

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Qualifications			
A C	Good honours degree.	X	
A C	Qualified Teacher Status.	X	
A C	Other relevant diplomas or qualifications.		X
Experience			
A	Experience of teaching Physical Education to all key stages and abilities.	X	
I	A good understanding of curriculum developments within the subject area.	X	
I	Experience of leading initiatives which have had an impact on student attainment.		X

Mode of Assessment		A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
Skills					
O	Excellent classroom management and organisational skills.	X			
O I	Good or outstanding teaching ability.	X			
I	Ability to motivate and engage both staff and students.	X			
Knowledge					
I	Broad knowledge of the specifications and qualifications available within the subject area.				X
I	Understanding of current developments in education.				X
I	Clear understanding of how to track student achievement using data and of intervention strategies to raise achievement.				X
Personal Attributes					
A I O	Outstanding communication and interpersonal skills.	X			
A I	A commitment to challenging students to reach the highest possible standards.	X			
I	Share and develop a commitment to the school ethos and values.	X			
O I	Ability to engage constructively with and relate to a wide range of children and families / carers from different social backgrounds.	X			
A I	Commitment to continuing professional development	X			
A I	Potential and ambition for further professional progression.				X

Mode of Assessment		Essential	Desirable
A = Application, I = Interview, C = Certificate, O = Observation, T = Task			
Safeguarding Children			
A I	Ability to maintain appropriate relationships and personal boundaries with children and young people.	X	
A I	Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances	X	
A I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.	X	
School Values: All applicants must demonstrate that they embody the following principles:			
A I T	Aspiration: dream big.	X	
A I T	Resilience: be determined.	X	
A I T	Respect: communicate with kindness.	X	
A I T	Initiative: solve problems.	X	
A I T	Reflective: never stop learning.	X	

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.



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Staff Voice

I am proud to be part of a school that lives its values, and develops its students' love of learning.

Royds