

# JOB DESCRIPTION

**Job Title: Head of Physical Education**

**Department: School**

**Reports to: Executive Principal**

**Direct Reports: Head of School**

**Location: Lingfield, Surrey**

**Salary Banding: MPR up to UPR +SEN Allowance +TLR 2a**

**Hours of Work: 1,265 hours per year, Term-Time Only**

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| **Company Information** |
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| St Piers Residential Special School forms part of Young Epilepsy, which is the only UK charity dedicated to creating better lives for children and young people with epilepsy and related conditions and is based on a beautiful campus in Lingfield, Surrey, providing world class services. We are part of a multidisciplinary team which includes our Therapy and Health Teams. |

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| **Job Purpose:**  |
| To be responsible for leading the PE department and teaching physical education and sport to students (5-25 age range) across school and college whilst undertaking the professional duties of a subject teacher as defined in the schoolteachers pay and conditions document.* To undertake assessments of potential and existing students, as required
* Management of timetabling and continued maintenance of equipment related to PE, Sport & Leisure areas, Policies and Risk assessments
* Maintain Quality Marks
* To undertake continuing professional development and oversee/coordinate CPD/qualifications required for the safe and effective running of the PE department
* Plan, manage and report on the effective expenditure of the Sports Premium/primary funding
* To teach within the Special Educational Needs programme areas of the school, incorporating aspects of the wider school curriculum framework
* To act as a specialist teacher in the provision of pastoral care to students
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| **Key Responsibilities:**  |
| **Overall Responsibilities**Carry out the professional duties of a schoolteacher, including:* Inspire trust and confidence in students and colleagues.
* Being an effective professional member of the school team, providing challenge and support to students and colleagues to inspire all to do their best.
* Line manage colleagues within the PE team
* Maintain and service equipment
* Take responsibility for timetabling PE/Sports facilities, Boat house, pond, sports hall etc..
* Work with colleagues in H&S and Facilities to maintain the Pools safety operating procedures for use across education, therapy and residential departments.
* Enabling learners to take responsibility for their learning: supporting learners to set realistic targets to work towards their goals and aspirations.
* Ensuring learning is accessible: putting in place risk assessments, resources and interventions where necessary.
* Produce session plans: to reflect personalised learning: differentiation, EHC targets, subject specific targets/tasks and the embedding of basic/functional skills.
* Planning for teaching, learning and assessment for each learner journey: learning for life, skills for life and specialist skills in a specific subject/vocational area for learners to progress and achieve their full potential.
* Baseline assessment: provide a baseline line assessment for each learner. Use the results of the baseline to plan for teaching, learning and assessment.
* Formative assessment: using the information gathered from the initial baseline assessment, set targets/criteria for the subject area. Monitor and record progress, encourage learner feedback through evaluation – what went well, even better if.
* Summative assessment: at the end of a piece of learning, encourage learners to reflect on progress and evaluate what has been achieved.
* Share progress: keep class teacher informed of progress, provide written reports (annual review, first term review, end of year and transdisciplinary updates). Attend meetings when required.
* Using a yearly forecast: putting together an outline of the areas of learning across the academic year. Planning programme units (if applicable) with the associated Curriculum Lead against areas of learning. Providing relevant evidence ensuring programmes and courses run effectively and timely with documents that support this.
* Putting together termly schemes of work (SoW): using the information from the yearly forecast to assist in putting together a SoW for each half term (or term if applicable).
* Produce session plans: to reflect personalised learning: differentiation, work towards EHC targets, work towards subject specific targets and the embedding of functional skills.
* Supporting learners to take responsibility for their behaviour: setting high expectations and providing clear boundaries. Assisting learners in putting together and using strategies to access learning, reach their full potential and to maintain positive relationships.
* Research: visiting other establishments, attending agreed training. Keeping up to date with new initiatives, current rationales and government policy within the specialist education sector. Sharing good practice and providing feedback to relevant staff and implementing new ideas/initiatives.
* Resources: creating resources to enable learners to access learning. Investigate new resources and review current resources. Liaise with other professionals, partake in peer reviews and share good practice. Attending conferences, workshops and specialist training.
* Liaise with the Curriculum Leads to managing the budget for learners’ personal and social development.

**Other Responsibilities*** Manage and contribute to the extensive sports event calendar. This includes school games events, activity weeks and collaborative events with other schools and colleges.
* Maintain Quality Marks
* Maintain good communication links with the students’ families, internal and external professionals
* To attend Parents Days and report to parents on learner progress and to actively promote the work of Young Epilepsy
* Provide all documentation and reports as determined by the School Leadership Team, in accordance with agreed procedures and timescales
* Ensure all record-keeping and assessment of students is maintained in line with School policy
* Managing incidents: writing incident reports, contacting all necessary stakeholders, carrying out debriefs for staff and students, reviewing support strategies.
* Resources: creating resources to enable learners to access learning. Investigate new resources and review current resources.
* Liaise with other professionals, to ensure a transdisciplinary approach to learning, partake in peer reviews and sharing of good practice.
* Attending conferences, workshops and specialist training.
* Research: visiting other establishments and attending agreed training. Keeping up to date with new initiatives, current rationales and government policy within the specialist education sector. Sharing good practice and providing feedback to relevant staff and implementing new ideas/initiatives.
* Development plan: putting forward a development plan for the subject area, to include: the areas of learning – what went well, even better if and progress to date. Recommendations for the next academic year – intention (what/why), implementation (how/when) and the impact (outcomes).
* Supporting learners to take responsibility for their behaviour: setting high expectations and providing clear boundaries. Assisting learners in putting together and using strategies to access learning, reach their full potential and to maintain positive relationships.
* Where necessary putting in place staff risk assessments, identifying expectations for the role.
* Be responsible for sourcing suitable resources within budget for learners’ personal and social development.

**Managerial and Supervisory*** Build team commitment with colleagues and in the classroom, engage and motivate students.
* Carry out line management tasks such as mentoring, appraisals or other meetings related to issues of attendance and performance management
* Provide facilitators (SSWs/LSAs) with the necessary information (session plan, baseline assessments and formative records) to carryout assessment, to facilitate learning and to monitor progress.
* Monitor and record the progress of EHC targets, liaise with the class teacher.
* To support the class team in providing pastoral care to students in line with Young Epilepsy procedures and policies
* Maintaining good communication with all stakeholders to ensure the safety and wellbeing of the learners: sharing and keeping up to date, accurate records of learner information e.g. student support plans (strategies, medication). (Stakeholders to include learners, parents, residential team, therapy, medical, local authorities, social workers, previous placements and future placements).
* Maintaining staff relationships: providing an all-inclusive working environment, recognising staff achievements, assisting in resolving staff conflict.
* Organising staff: deploying staff effectively to encourage the independence of learners, to implement health and safety of students and for them, to further develop the area of learning.
* Sharing information and training: sharing new initiatives, ideas and developments for the subject area. Holding regular team meetings with staff who work in the subject area to share ideas and to communicate new information.

**Health and Safety**Ensure all duties are carried out in accordance with Health and Safety regulations as given by the Young Epilepsy Health and Safety policy and procedures.This Job Description is not exhaustive, and the post holder may be required to undertake other reasonable and appropriate tasks.Young Epilepsy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**General** Ensure all duties are carried out in accordance with health and safety regulations as given by the Young Epilepsy health and safety policy and procedures.This job description is not exhaustive, and the post holder may be required to undertake other reasonable and appropriate tasks.Young Epilepsy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |
| **Values:**  |
| All employees are expected to demonstrate the values of the organisation.* **Focus on Children and Young People**
* **Accountability**
* **Honesty**
* **Passion**
* **Belief in People**
* **Innovative and Creative**
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 **PERSON SPECIFICATION**

**Job Title:** Head ofPhysical Education

**Department:** School

**Key for how criteria will be assessed:** I = Interview, A = Application Form

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| **Key Criteria** | **Essential** *Candidates must have these in order to be shortlisted* | **Desirable** |
| **Education / Professional Qualifications** | Hold QTS status or equivalentHold NPQML or higher | Qualification in teaching young people who have special needs (A)Specialist skills in teaching students with learning disabilities or other neurological disorders such as autism, Asperger’s, PMLD Specialist subject knowledge |
| **Experience Required** | Evidence of Continued Professional Development in PEGood knowledge of the requirements of the National Curriculum and its assessmentLine management/Directing support staff(A/I) | Experience of teaching in SEN sectorExperience of working with children who have complex needs, autism and/or challenging behaviour (A) (I)Experience in Autism/PMLD and specialist subjects(A/I) |
| **Skills, Knowledge and Aptitude**  | Excellent classroom practitioner (evidenced by lesson observation grades)Be able to effectively line manage other colleagues within your departmentContribute positively to the school teamAbility to work in a fast moving and constantly changing environmentAbility to work effectively as part of a teamAbility to work communicate at the appropriate level and in the appropriate format with children, parents and internal and external colleagues and stakeholdersAbility to work in a discreet and sensitive mannerEvidence of planning and delivery of learning within special educational needs environmentUnderstanding of Child protection/vulnerable adult procedures and protocolsKnowledge of OFSTED requirementsGood level of ICT skills in word processing and databases (A/I) | Knowledge of learning strategies to deal with various neurological syndromes and learning disabilities eg AET framework (A/I) |
| **Personal Qualities** | Enthusiastic with a flexible approach to school lifeAbility to work well under pressureCommitted to aiming for the highest possible educational standards, working in partnership with parents, fellow professionals and the wider community and to producing the professional development of self and others (A)(I) | Fun and honest individual with a good sense of humour, a good communicator and a team player  |