

**Candidate Pack**

**Teacher of PE (Boys)**



[**1.**](#_heading=h.30j0zll) **Letter from Headteacher**

[**2.**](#_heading=h.1fob9te) **School Information**

[**3.**](#_heading=h.3znysh7) **Department Information**

[**4.**](#_heading=h.2et92p0) **Post Specification**

[**5.**](#_heading=h.tyjcwt) **Person Specification**

[**6.**](#_heading=h.1t3h5sf) **Other Information**





# Letter from Headteacher

Dear Potential Colleague,

Thank you for your interest in the post of MaleTeacher of Physical Education at Alder Grange School, full details of the post and information about the school are included in this pack.

I have been a part of the Alder Grange family since 1998, and I was appointed as Headteacher in September 2019. I feel passionately about the school, and genuinely love my job. This is because of the school ethos. Alder Grange is a really special place, there are strong, positive relationships throughout the school, and we have a genuine family feel. We have a phrase, ‘once an Alder Granger, always an Alder Granger,’ which reflects the way everyone feels about the school. Staff retention is high, many staff stay for their entire careers and many families have long standing relationships with the school. I am now in the position where I have taught many of our current parents!

The school focuses on the following key areas:

* Wellbeing – both staff and pupil wellbeing are key priorities in school. We promote mental health awareness, anti-bullying campaigns, emotional health and wellbeing and make use of assemblies, PSE lessons, form time and drop down days to promote these. The school has a ‘well-being hub’ run by pupils and a culture of talking about wellbeing. This is mirrored with staff, a recent survey conducted on our behalf by Education Support Partnership was overwhelming positive, staff feel happy and supported at work. This is something we work hard on; there is a wellbeing group, sessions on INSET days, and an emphasis on reducing workload wherever possible.
* Behaviour – we are proud of the behaviour of our pupils, and base all our routines upon the 3Rs – Ready, Responsible & Respectful. We work closely with pupils and parents to address behaviour issues: We recognise there are many causes of poor behaviour and we have developed a range of interventions to help pupils to improve their behaviour.
* Curriculum – a broad and balanced curriculum is at the heart of the school, and we have made developing language and reading a priority in all departments. We have a linguistics lesson for all pupils in Y7, 8 and 9, alongside full school ‘reading for all’ strategies. In KS4 and 5 there is a large offer of courses and we encourage pupils to select course they enjoy and feel passionate about studying. There are strong links to careers, and supporting pupils moving on to their next steps is a priority. We also have ‘alternative curriculum’ arrangements for small groups and individuals who need an adapted offer.

If, once you have read more about the school, you are interested in joining our ’family’; we would love to hear from you. The closing date for applications is

Yours,

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Jo Griffiths

Headteacher

# The Role and School Information

The school has approximately 50 teaching staff, with most staff taking on the Form Teacher roles in addition to their subject specialism.

This role, which is full time, will require the successful candidate to undertake some lessons outside of the PE specialism, and as such will be timetabled to deliver PSHE and Food & Nutrition in addition to PE and Form Tutor.

The Senior Leadership Team is led by the Headteacher Mrs Joanna Griffiths. The Headteacher assumes responsibility for all that the school does and focuses on leading the school’s work on strategic planning, self-evaluation and leadership development, school effectiveness and oversight of the day-to-day running of the school and its systems.

The Senior Leadership Group comprises of the Head Teacher, Mrs Joanna Griffiths; two Deputy Heads: Mr Simon Varley and Mr Kenny Riddell; the School Business Manager, Mrs Justine Lee. With three Assistant Head Teachers (Mr Dave Birtles; Mr Russell Milnes; and Mr Adam Good).

The academic departments are the responsibility of Curriculum Leaders. Teams of Form Tutors are led by Heads of Year whose roles are to work as partners with Curriculum Leaders in securing every pupil’s academic attainment and personal achievement.

There is a regular calendar of meetings for all these teams and there are various working groups and key committees in operation at any time.

Our commitment to all colleagues’ professional development is an important part of our school culture**.** The school has strong safeguarding procedures and these are used in making all appointments. Alder Grange also has strong Equal Opportunities and Staff Attendance Policies.

The entire school site is designated as a no smoking area. All appointees are required to respect this.

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# Department Information - Health Faculty

The Health Faculty comprises PE, Health & Social, and Food & Nutrition.

Teachers are expected to cover lessons across all disciplines, in addition to being a Form Tutor.

The faculty is led by Lisa Archer, our Curriculum leader, supported by a deputy for PE and a deputy for Health & Social and Food Nutrition.

All members of the Health Faculty are dedicated, enthusiastic teachers who work hard to improve the quality of pupil engagement, develop a positive learning environment and strive to achieve maximum results. We are a friendly team that is made up of supportive professional individuals who enjoy working together.

The PE time allocation in year 7-9 is currently 2 periods of 50 minutes, received as a double. Students study activities across a broad range of sports and physical activities tailored to the needs of individual groups. Students use peer and self-assessment in a number of practical activities. Evaluations of each block of work are carried out by pupils and staff at the end of each half term. Pupils are “tracked” throughout KS3 and KS4 providing more accurate data concerning students’ practical strengths and areas for development and their understanding of health and physical fitness across the key stage.

Year 10 and 11 pupils are allocated one single core PE lesson. OCR GCSE PE and Cambridge National Sports Studies are 3 periods per week.

At KS5 the department currently offers both OCR A- Level PE and Cambridge Technicals in Sports Studies. Students may elect “games” as enrichment.

All members of the department play an active role in extracurricular activities. More than one third of pupils would normally participate in extra-curricular activities during any one week ranging from football and netball to cheerleading and fitness in the fitness suite. Our teams are competitive from local and district level to more recently National level. The department is well resourced and strives to introduce new and exciting innovations as and when the opportunities arise.

We believe that a broad, balanced curriculum, based on maximising opportunity and promoting well-being is essential to provide pupils with the foundations for lifelong participation in sport and physical activity. Lessons should be instructive ***and*** fun.

We seek to promote an enthusiastic, creative and hard working atmosphere within lessons, encouraging success at all levels.

# Post Specification

**Post Title: Male Teacher of Physical Education**

**Salary Scale:** MPS

**Terms and Conditions:** All the post holder’s responsibilities are subject to the general

Duties and responsibilities contained in the current School Teachers’ Pay and Conditions (STRB) Document.

**Responsible to: The Head of Faculty**

**Purpose of the Post:**

The school’s Values and Aims statement emphasises the right of every child to experience an outstanding educational experience with excellent outcomes in terms of academic progress and attainment and of personal achievement. This commitment can only be translated into reality through outstanding teaching, learning and care for every pupil and student in our care. It is the purpose of this post to ensure that this outstanding provision, fit for purpose in the 21st Century, exists for every child, across the entire curriculum and over the whole age and ability range of the school.

It is the purpose of this role to ensure that each of these intentions is made reality for every child and young person in their designated year group by overseeing the development of each student in the round, and contributing to the school’s strategic thinking, tactical development and operational practices to reinforce the quality of all we do.

**Areas of Responsibility:**

1. To contribute professional judgement and experience to the evaluation and further enhancement of the school’s and department’s values, aims, ethos, policies and procedures (and to do so through the established means, including the calendar of meetings).
2. To remain familiar with, and to support, the strategic priorities of the school and the relevant school teams.
3. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment, and to follow all designated procedures and guidance.
4. To carry out all professional duties within the spirit and letter of the school’s values, aims, ethos, policies and procedures.
5. To maintain and refer to as necessary any Staff and Department Handbooks as appropriate.
6. To act as a role model for all pupils, parents/carers and other staff.
7. To support the continuing development of Schema (sequencing of components of knowledge) and other related works for the department(s) to ensure that at all times the ‘current curriculum’ makes the best sense to pupils and students of all abilities. Furthermore, the process of vocabulary acquisition is structured in a planned way. In so doing, these strategies address disadvantage gaps and as such deliver the highest possible educational experience for all pupils and students.
8. To teach the specialist subject(s) to which the post holder was appointed (and any other subject area as required) across the school’s age and ability range, to implement the designated Schema and related works and, in so-doing, ensure that all lessons:
   1. have clear aims and learning objectives that are shared with and clearly understood by all pupils/students;
   2. are planned around the identification of the learning needs of all pupils;
   3. incorporate identified skills, knowledge, understanding and behaviours that are used and further developed during the learning
   4. generate personalised means to meet these needs;
   5. are effectively prepared and resourced to meet lesson objectives and pupils’ needs;
   6. are effectively delivered through sound preparation, delivery, good pupil management and good pupil-teacher relationships;
   7. are subject to accurate records of pupils attendance and punctuality, work covered, homework set, work completed, pupils’ progress and pupils’ attainment (as specified in the appropriate Policies and Procedures);
   8. apply effectively and appropriately the school’s feedback strategy;
   9. apply the 3Rs and associated behaviour policy and procedures;
   10. generate evidence of attainment, progress and personal development data for statutory and other reports, and to inform teaching and learning activities
   11. generate evidence for collation into oral or written reports as required for parents/carers, Curriculum and Achievement Leaders, other educational institutions, employers, partner agencies, governors and Senior Leadership Team members.
   12. using on-going assessment activities (for example mock examinations) to provide evidence based judgements when staff enter data for Grade Collections. Thus leading to robust, evidence based conversations with pupils/students and their Parents/Carers.
9. To support the partnership between the school and Governors, Parents & Carers and partner agencies in the children’s workforce.
10. In addition to point 7 above, to contribute to and significantly learn from the school’s strategy for the development of professional knowledge and understanding. Surrounding:
11. The bridging of the gap between research findings and classroom practice about what makes great teaching and how this is implemented in the classroom to make a difference to learning, retention and recall.
12. How teachers improve their pedagogy such that they can be even more learn how to become effective in the teaching and assessment of their subject(s).
13. To play a full, committed and active part in the school, pastoral teams’ and department teams’ Self Evaluation work via the Strategic Agility Loop (including statistical analysis of outcomes and pupils progress, interviewing pupils, lesson visits and scrutiny of pupils’ work) in order to identify, celebrate and consolidate strengths and to highlight and address any areas for further development.
14. To contribute to the processes of development planning in school, pastoral and department team “settings” in order to translate actions identified as necessary into reality.
15. To take responsibility for personal professional learning, the evaluation of all aspects of the post holder’s professional practice and the outcomes in terms of pupils’ learning, progress and achievement.
16. To play a full and active part in Performance Management and Personal Professional Development systems to:
    1. identify professional ambitions and development needs;
    2. take part in appropriately identified PPD activity (related to personal development goals and School, Pastoral and Department Development Plans.
17. To take personal responsibility for playing a full part, as appropriate and as opportunities present themselves, in PPD networks (via direct personal contact, visits, email, exchanges and any other appropriate means):
    1. within the department/pastoral team;
    2. between departments/pastoral teams;
    3. with staff in other schools, Authorities, HEIs, regions and nations.
18. To retain an oversight of the principal lines of development related to Teaching and Learning, subject knowledge and wider educational thinking within and beyond the school.
19. To be a Form Tutor to a designated tutor group and fulfil all aspects of this role under the direction of the designated Achievement Leader.
20. To contribute to the supervisory and behaviour management systems within the school’s framework.
21. To contribute to the effective running of the House System and, as appropriate, the wider enrichment activities of the school.
22. To be aware of, attend regular in-school training and take due note of all legal requirements relating to:
    1. Safeguarding;
    2. Health and Safety requirements;
    3. Educational Visits off Site.
23. To undertake any other duties as may be required by the Headteacher in the light of developing circumstances.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment and to follow school safeguarding procedures and guidance for safer working practice.

**Note:**

This Post Specification is subject to annual review and is subject to modification at any time, after consultation with the post holder.

# Person Specification

| **Person Specification** | | |
| --- | --- | --- |
| **Post Title: Male Teacher of Physical Education** | **Grade/Scale:**  MPS | |
| **Requirements**  **(on the basis of the Job Description)** | **Essential (E)**  **Or**  **Desirable (D)** | **To be identified by: Application Form (AF),**  **Interview (I),**  **Test (T),**  **Other (specify)** |
| **Qualifications** | | |
| Graduate Status in subject area(s) of this post | E | AF, I |
| Qualified Teacher/Instructor status in subject area(s) of this post. | E | AF, I |
| Relevant Post-Graduate Qualification- PGCE | E | AF, I |
| **Experience** | | |
| Successful teaching/teaching experience across the full ability range | E | AF, I, R |
| Experience in post-16 teaching | D | AF, I, R |
| Effective work in a pastoral role (including Form Tutor, Mentor etc) | E | AF, I, R |
| Commitment to PPD | E | AF, I, R |
| Effective team membership | E | AF, I, R |
| **Knowledge/skills/abilities** | | |
| Clear educational philosophy | E | AF, I |
| Excellent subject knowledge | E | AF, I |
| Excellent subject application | E | AF, I |
| Sound classroom management | E | AF, I |
| Strong competence in ICT | E | AF, I |
| Clear understanding of educational issues | D | AF, I |
| **Other** (include special requirements) | | |
| Energy, Enthusiasm & Commitment | E | I |
| Commitment to Equality & Diversity | E | AF, I |
| Commitment to Health & Safety | E | AF, I |
| Commitment to and knowledge of Safeguarding | E | AF, I |
| Commitment to sustaining regular attendance at work | E | AF |
| Acceptance of high professional standards of dress and conduct | E | I |
| **Reviewed by SLT** | **Date:** | March 2021 |
| **Note: We will always consider references before confirming an offer in writing**.  **This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.** | | |

# Other Information

Please also see important advice on completing your application form.

**Attendance Policy Statement** This School is committed to achieving and maintaining a high level of attendance from all employees through the application of good management practice. All employees must recognise the importance of good attendance and ensure that any sickness absence is kept to a minimum.

Whilst supporting employees during periods of sickness, the School Management Team monitors levels of sickness absence in school regularly and takes action in accordance with the Guidelines adopted by the school to deal with unacceptable levels and frequency of sickness.

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. All employees in this school must understand the importance of good attendance to the operation, performance and image of the school and must show a commitment to achieving and maintaining a high level of attendance.

**Child Protection Policy Statement** | In this school, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

Please note that in line with Keeping Children Safe in Education 2022 an online search will be carried out as part of our due diligence on shortlisted candidates

**Equality of opportunity** Alder Grange school is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Medical Clearance** Appointment to this post is subject to satisfactory medical clearance. If you are selected for appointment, you will be contacted by Occupational Health who will arrange for you to complete their on-line health declaration form.

**Policies** | Alder Grange School has a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to

everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health & Safety, Acceptable use of IT and Code of Conduct.

**REHABILITATION OF OFFENDERS ACT 1974**

Note of Guidance for Applicants

The Rehabilitation of Offenders Act (1974) is a piece of legislation protecting ex-offenders employment opportunities, although if you have convictions, you must disclose these until a certain length of time passes, and the conviction becomes ‘spent’.

There nevertheless remain certain job categories and classes of employment, including positions within schools, which are exempt from such time limitations. This means that convictions never become ‘spent’ if you are looking for work in certain job categories. Exempted categories include employment connected with the provision of services for persons under 18 years of age or vulnerable adults.

**This post is exempt from the Rehabilitation of Offenders Act 1974**. If you are shortlisted for this position you will be required to declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children.

All appointments are considered on merit and individual consideration of the conviction and the circumstances. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account.

Further information on which offences need to be declared as part of your application will be forwarded to you if you are shortlisted for this position. The information you provide will be treated in the strictest confidence. Having a conviction will not necessarily bar you from employment. However, failure to disclose convictions may result in the offer of employment being withdrawn, or if already appointed, you could be dismissed without notice.

Please bear in mind; you will be subject to a Disclosure and Barring Service Disclosure for posts working with children or vulnerable adults. If you are unsure whether you need to disclose criminal information, you should seek legal advice, or you may wish to contact Nacro or Unlock for impartial advice. https://www.nacro.org.uk/criminal-record-support-service/ or email helpline@nacro.org.uk or phone 0300 123 1999

**Thank you for taking the time to read this information pack.**

**We wish you every success in any application you may make.**