



GREATFIELDS SCHOOL

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Believe it.
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Great Careers

JOB PACK

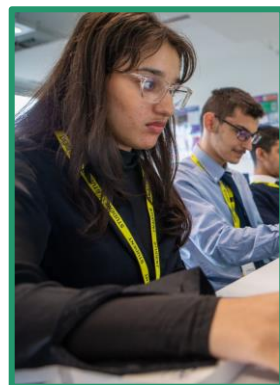
POST: Head of PE

START DATE: September 2024

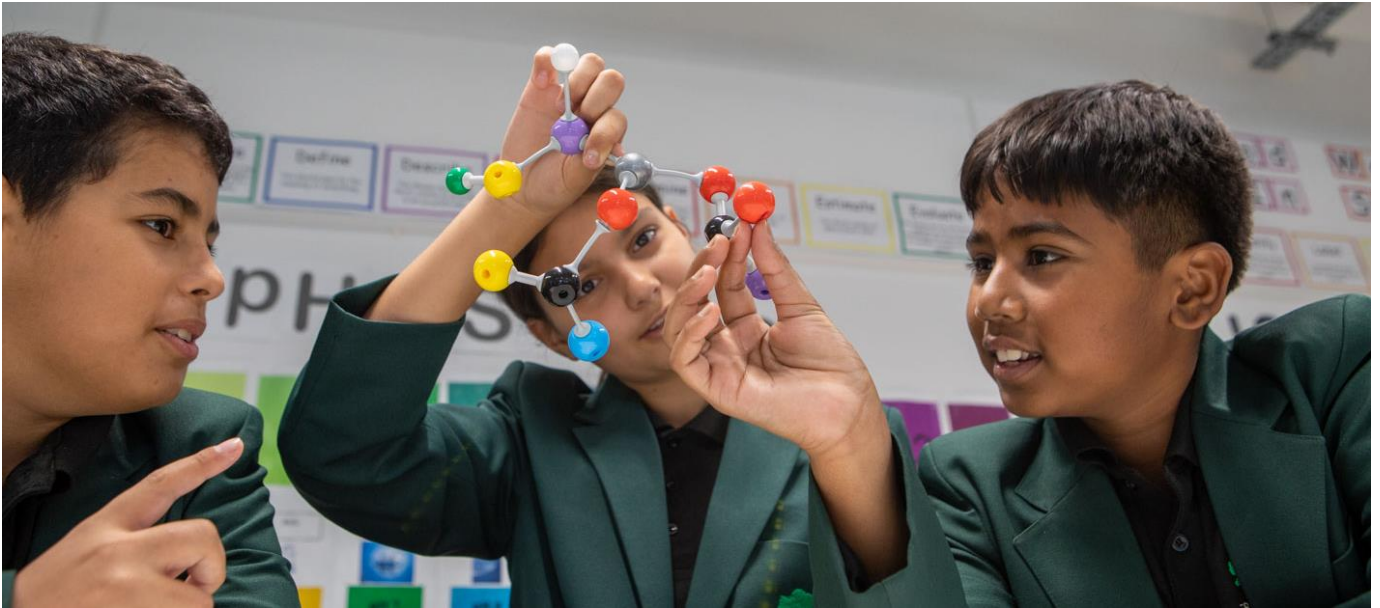
SALARY: MPS + TLR2c

DEADLINE FOR APPLICATIONS: Wednesday 15th May 2024 by 12pm

INTERVIEWS: Tuesday 21st May 2024



The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check will be carried out for the successful candidate.



The school

Greatfields School opened in September 2016. We are located in Barking, East London, and are proud to be the first secondary school to be built on the Gascoigne Estate. We have quickly established a positive reputation with our parents and local community, and are known for our excellent behavior and the high ambitions we have for the young people of this community. We currently have approximately 1160 students, including our Sixth Form which opened in September 2022.

We believe that our young people can compete with any other child in the country, despite the many challenges they face, and we do everything we can to ensure that they have the same opportunities as other young people across the country. It is incumbent upon us to give our students access to high quality teaching and learning; a broad, engaging and challenging curriculum; and to give them access to a wide range of activities, trips and clubs outside of the classroom to develop their cultural capital.

We passionately believe in ensuring our young people feel safe and happy in school. This is done through the establishment of high expectations and clear routines and by taking a positive approach to behavior at all times. This means that staff never shout at or demean our young people, and we understand the importance of mutual respect at all levels of the school.

We care deeply about and understand the responsibility we have towards our local community. This is a school embedded in the community and is one which we are proud to serve.

Our approach to Teaching and Learning is to challenge our students' thinking, celebrate mistakes as a way of learning and to develop a Growth Mindset approach to learning. We expect the students to work harder than the teacher in lessons and to be actively engaged throughout.



We run a three Key Stage 3 and offer a broad curriculum to all of our students at Key Stage 3, including Food Tech, music, art, Textile, PE, computing dance and drama alongside the core subjects. At Key Stage 4, we offer a wide range of subjects including Health and Social Care, Sociology, Business, IMedia, music, dance and drama. We also offer a broad range of subjects, both A Levels and BTEC, at Key Stage 5. The curriculum is constantly being reviewed and developed to ensure it is responding to the needs of our students.

Of equal importance is our extended curriculum offer, which provides our students with a wide range of clubs, trips and careers opportunities, which are free and accessible to all of our students. All staff are expected to support in the running of at least one club per week.



Benefits of working here

At Greatfields, staff wellbeing and development are an absolute priority.

We want all staff that come to work with us to become better teachers and practitioners, with a range of opportunities to develop:

- Every member of staff has a weekly, protected line management meeting.
- Department meetings take place on timetable, every two weeks, rather than after school.
- The Extended Leadership Team programme gives Middle Leaders the opportunity to apply for a two year placement on the Senior Leadership Team. This involves taking responsibility for a whole school area such as Pupil Premium, ECTs, trainees or data, as well as attending SLT meetings every three weeks.
- HODs pods take place every two weeks; this is an opportunity for groups of Heads of Department to meet to develop and share good practice around a key area of the school's priorities.
- Heads of Key Stage spend a year working on a leadership development programme run by an external consultant. The programme focuses on developing their understanding of curriculum, what to look for in lesson observations and how to develop their leadership skills.
- All teachers receive a minimum of two drop ins every half term (every two weeks for ECTs) to develop their practice in the classroom. Teachers are not informed in advance of these drop ins and lessons aren't graded. They are used to identify targets for development in their practice.



Staff workload and wellbeing are at the heart of all decisions made by the Senior Leadership Team:

- Following feedback from staff the frequency of the setting and marking of Formative Assessments has been reduced from once every three weeks to once every half term; the number of drop ins and after school meetings for ECTs has been reduced; more collaborative planning has been introduced to reduce staff's planning time.
- Mutual respect is one of the school's core principles and there is a zero tolerance approach to the bullying or harassment of staff.
- Every member of staff has a weekly line management meeting, and the first item on the agenda of these meetings is staff wellbeing. Staff are encouraged to raise any concerns they may have via these line management meetings.
- Teachers' contact hours are very reasonable and compare well when benchmarked against local schools.
- Staff breakfast is provided every Wednesday morning in the staffroom.
- The sending of e-mails has been limited to between 7am and 6pm on weekdays only, in order to support staff in preserving a healthy work/life balance.
- All staff have free access to the Employee Assistance Programme, which is paid for by the school.
- Staff shout outs take place every week during the weekly staff briefing, in order to publicly recognise the exceptional work that is being done on a daily basis by our staff.



Job description

Line manager: The postholder will be responsible to a member of SLT

Core responsibilities and duties:

- To have a passion for and expertise in your subject area.
- To plan and deliver lessons which consistently challenge students' thinking and force them out of their comfort zone.
- To be a reflective practitioner constantly striving to improve your practice.
- To review and develop the PE curriculum at Key Stages 3, 4 and 5
- To analyse department assessment data and implement effective interventions where necessary; use these assessments to identify gaps in students' learning and skills and adapt the curriculum accordingly.
- To supervise, develop and encourage high participation in the department's extra curricula programme which is a fundamental part of the school's ethos.
- To line manage, develop and support members of your department with weekly lesson drop ins and weekly coaching meetings.
- To take responsibility for your own professional development including attending relevant CPD events, observing peers and identifying personal developmental targets.
- To collaborate with colleagues within the Trust and with other schools to share examples of best practice.
- To develop positive relationships with the students based on mutual respect.
- To consistently implement the school's positive behaviour system.
- To work effectively within team, support colleagues and not be afraid to ask for support.
- To be ambitious and take advantage of the many opportunities for progression offered by a new school.

This job description will be reviewed regularly and may be subject to change at any time after consultation with the postholder.



Person specification:

Criteria	Evidence
Qualifications and Training:	
Appropriate degree or equivalent	F
Qualified Teacher Status	F
Experience	
Experience of teaching the new GCSE or equivalent spec	F; I
Abilities and skills	
Ability to form strong, positive relationships with students and staff.	F/I/O
Hard working and committed to the job.	F/I/O/R
Enthusiastic and able to bring a positive energy to the school.	I/O/R
Willing to accept constructive feedback in order to improve teaching and develop professionally.	I/R
Ability to learn from mistakes.	I
Ability to reflect on practice and constantly striving to improve.	I/R
Ability to be an effective team player.	F/I/R
Personal qualities	
Values driven with a genuine desire to make a difference	F/I/O
Ambitious and driven	F/I
Willingness to constantly improve and develop professionally	F/I/O/R
Willing to 'go the extra mile'	F/I/R

F=Application form; I=Interview; O=Observation lesson; R=Reference;