



## Curriculum Leader for Physical Education: TLR 2B Job Description & Person Specification

The Latin motto of the Marden High School community is **Carpe Diem!**

Which means: “Rejoice...seize the day; live life to the fullest; make the most of what you have.”

So we will:

- Put the learning and progress of students first
- Inspire them to be happy, healthy, confident, unique and tolerant individuals who flourish and achieve
- Guide all of them to fulfil their potential academically, socially and spiritually
- Promote their responsibility and resilience, diligence and determination, independence and enterprise
- Encourage their originality and creativity
- Care for them in a safe and equal environment

We expect all professionals at Marden to:

- Be committed to raising standards and continuous improvement
- Relate well to our students
- Put student needs first
- Be self starters and aim for the best in what they do
- Have confidence and competence in the use of ICT
- Be team players
- Communicate well
- Be positive and cooperative, especially in times of change
- Review what they do regularly
- Be punctual

...and always to support, implement and develop engaging learning experiences for our students.

## **What the Curriculum Leader for Physical Education will do**

Your roles and responsibilities:

- Promote the highest possible standards of achievement in Physical Education
- Ensure that students achieve or exceed their targets in Physical Education
- Raise the quality of curriculum and teaching by defining and implementing appropriate improvement targets in Physical Education
- Lead, manage and develop staff and visitors who contribute to teaching Physical Education
- Lead, manage and develop sports and physical recreation extra-curricular provision

At Marden we believe that an effective curriculum leader:

- Makes decisions for one reason: LEARNING improving outcomes for students
- Takes responsibility for what happens in the subject
- Knows what is happening in the subject
- Knows what needs improving
- Creates a culture where teaching and learning come first
- Leads staff through a combination of support and challenge
- Sets a professional example

As curriculum leader for Physical Education, your department must have:

- clear, written aims, plans and objectives and risk assessments
- an agreed raising achievement plan
- agreed schemes of work which include all students
- an agreed SEF evaluating strengths and weaknesses
- high quality assessment and feedback
- clear, simple records on pupils' progress
- analysis of standards and how well different groups are doing
- regular, minuted meetings
- planned professional development
- well deployed resources, including support staff
- plentiful, accessible and high quality resources, often available on the learning platform

<b>Key Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Qualifications and training	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Relevant university degree</li> <li>• Substantial recent training in relevant areas</li> </ul>	<ul style="list-style-type: none"> <li>• Good honours degree in Physical Education</li> <li>• Training in leadership</li> <li>• Frequent training in teaching and learning</li> </ul>	Application
Experience	<ul style="list-style-type: none"> <li>• Objective data based evidence of leading or co-leading a significant improvement in final outcomes at GCSE at subject level</li> <li>• Objective evidence of the use of high quality data analysis in impacting on and improving learning and progress</li> <li>• Participation in a successful initiative to improve teaching and learning</li> <li>• Excellent track record as a highly effective teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Objective data based evidence of achieving a significant improvement in final outcomes at GCSE at subject level over a period of at least 3 years</li> </ul>	Application/ references
Competence	<ul style="list-style-type: none"> <li>• Clear understanding of the impact good Physical Education teaching has on personal and academic development</li> <li>• Consistently good/outstanding standard of classroom practice, evidenced by lesson observations and pupil data</li> <li>• Potential to bring out the best in a team</li> <li>• Effective monitoring and evaluation</li> <li>• Ability to lead strategic planning at subject level</li> <li>• High level of understanding of teaching and learning and AFL</li> <li>• Very effective time management and organisational skills</li> <li>• High level of skill in behaviour management</li> <li>• Good level of ICT literacy</li> <li>• Very effective communication in speech and writing</li> <li>• Good understanding of safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to participate in strategic planning at subject and whole school level</li> <li>• Delivery of high quality staff training</li> <li>• Consistently outstanding standard of classroom practice, evidenced by lesson observations, OFSTED and pupil data</li> <li>• Evidence of highly effective team leadership</li> <li>• Ability to help create simple, effective systems which aid consistency</li> </ul>	Application/ lesson observation/ presentation/ interview
Personal qualities	<ul style="list-style-type: none"> <li>• Core values are consistent with those of Marden High School</li> <li>• Passionate about Physical Education</li> <li>• Positive attitude, even at times of change and challenge</li> <li>• Flexibility</li> <li>• Team player</li> <li>• Insightful</li> <li>• Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared to “go the extra mile”</li> </ul>	Interview/ presentation/ references
Other	<ul style="list-style-type: none"> <li>• Good record of attendance and punctuality</li> </ul>		Interview/

requirements

- Smart appearance

references