



SHENFIELD HIGH SCHOOL

TEACHER OF PHYSICAL EDUCATION

with the ability to teach another subject

SEPTEMBER 2026

Information for candidates

L E A R N I N G F O R L I F E

Teacher of PE

Suitable for ECTs

Required September 2026

The role

Required for September 2026 a talented and skilled teacher of PE who has the energy and commitment to contribute to the high calibre, extensive physical education offer we have at Shenfield High School as well as being able to provide their teaching expertise to another subject within the school. This role would particularly suit an enthusiastic Early Career Teacher entering the profession, as well as applications from more experienced teachers.

Such is the success of PE at Shenfield High School, it is too much to describe within this advert. Suffice to say we are one of the top state schools in the country for sport in terms of participation, breadth and success. Interested candidates are encouraged to visit our PE Department Instagram, @shenfieldhighschoolpe and our school newsletters, which can be viewed via our website, to appreciate the full extent of the engagement and achievement of students within PE at Shenfield High School. If you feel that you want to contribute to this extensive offer, then we encourage you to apply. In return, your practice will undoubtedly be supported and developed by working with such an excellent team of committed staff and students.

Our School

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

The school is conveniently located close to Shenfield mainline station on the line into London Liverpool Street and home to the eastern terminus of the new cross rail Elizabeth Line.

We can offer you:

- Outer Fringe allowance
- A 'Golden Hello' if you are a direct applicant to the school
- Private GP service
- Employee Assistance programme
- Access to a fully equipped fitness suite
- Continuous CPD programme
- Discounted childcare during half-term breaks
- Supportive onboarding

If you would like an informal discussion about this position and/or a pre-application visit please contact the HR Manager: e.kirk@shenfield.essex.sch.uk

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This appointment is subject to an enhanced disclosure check and positive references.

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Job details

Start date: September 2026

Salary: MPS

Contract type: 1.0 Permanent

CLOSING DATE: 8th May 2026 (9am)

Interviews: To be confirmed

Application details from the school's website: www.shenfield.essex.sch.uk. Please apply using the application form and a cover letter that outlines how your experience and skills fulfil the job description and person specification; **CVs are also welcome in the first instance.**

Where possible, you should apply outlining how your experience and skills fulfil the job description and person specification; CVs are also welcome in the first instance.

Please Note - Applications will be assessed upon receipt and we reserve the right to interview and appoint prior to the closing date. Early applications are therefore strongly advised. References will be requested prior to interview.

Shenfield High School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

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JOB DESCRIPTION: TEACHER OF PE

Reporting to: Course Leader and Line Manager

Overall Purpose of Post

All teachers are accountable to the Headteacher through their Line Manager. The post holder will be expected to perform the following duties and meet the teaching responsibilities as set out in the School Teachers' Pay & Conditions Document (STPCD) and to the quality as laid out in The Teaching Standards/ ECT Framework.

Main purpose

- To implement and deliver an appropriately broad, balanced, relevant curriculum to students and to support the curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and or form tutor.
- To facilitate and encourage a learning experience, which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and achievement.
- To share and support the school's responsibility to provide and monitor opportunities for the personal and academic development of children and young people.

Teaching and Learning

Teachers are expected to:

- Plan and prepare schemes of work, courses and lessons, which provide students with the opportunity to achieve their individual potential.
- Teach, according to their educational needs, the students assigned to him/her. This involves setting and marking work for the students to complete in school and elsewhere.
- Assess, record and report on the development, progress and attainment of students.
- Organise and participate in extracurricular activities, where appropriate.
- Ensure the effective deployment of classroom support.
- Monitor and support the overall progress and development of students.
- Contribute to raising standards of student attainment/achievement.
- Apply the Behaviour for Learning Policy so that effective learning for all can take place.
- Maintain an environment which is conducive to learning.

Assessing and Reporting

Teachers are expected to:

- Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- Maintain accurate and up to date student records.
- Track student progress and use the data to inform teaching.

Standards and Quality Assurance

Teachers are expected to:

- Support the aims, ethos and values of the school
- Be aware of national developments relevant to subject and current best practice.
- Undertake lesson observations as part of the department observation schedule and professional development arrangements.
- Promote and model good relationships with pupils, colleagues and parents.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training and take a lead in own professional development.

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Other Requirements

- Participate in arrangements made for their performance management.
- Review, from time to time, their methods of teaching and programmes of work.
- Participate in arrangements for their further training and professional development as a teacher.
- Contribute to the department's SEF and development plan and its implementation.
- Assist the head of department in identifying resource needs, and to work with the team to ensure that resources are used effectively and shared for the benefit of all students.
- Supervise students outside lesson time in morning and afternoon sessions, for example during lesson changeovers.
- Attend meetings regularly, including parents' evenings, which are part of directed time.
- Maintain good order and discipline among students and attend to their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere, as well as having regard to safeguarding.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the careers leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree Level Qualification + Secondary PGCE or QTS Qualification for the Secondary Phase • Willingness and desire to undertake further professional development and training • Desirable - Evidence of ongoing professional development
Experience	<ul style="list-style-type: none"> • Experience of planning and teaching Secondary Curriculum • Experience of teaching to a high standard • The ability to promote good progress and outcomes by pupils • The ability to manage behaviour effectively to ensure a good and safe learning environment • An ability to make accurate and productive use of assessment • Desirable - Having an extensive knowledge and well-informed understanding of a range of learning, teaching and behaviour management strategies • Desirable - Experience of teaching with excellent classroom practice and outcomes
Skills and knowledge	<ul style="list-style-type: none"> • The ability to demonstrate good subject and curriculum knowledge ICT competent • Highly effective communication skills with both children and adults, including parents/carers • An ability to identify, focus on and work towards achieving key objectives • Highly effective time management skills and an ability to meet deadlines and work under sustained pressure • Unswerving commitment to implementing whole school/staff policies relating to the safeguarding of children. • Desirable - Proven track record of successful teamwork Contributing to the professional development of colleagues e.g. through coaching, mentoring, providing effective feedback, or the delivery of INSET • Desirable - Involvement in School Improvement Planning processes
Personal qualities	<ul style="list-style-type: none"> • Positive values and attitudes and adopt high standards of behaviour in a professional role. • Genuine commitment to high quality teaching • A commitment to equal opportunities and inclusion



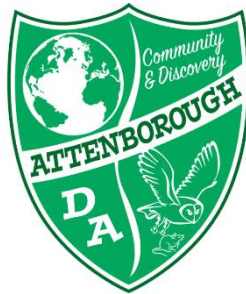
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ABOUT US

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

We offer a broad and rich curriculum from years 7 to 13 with a full commitment to the traditional academic, creative and the physical. Our reputation for sport, both elite and recreational and for our creative arts is second to none for a state comprehensive school. Through the efforts of our highly engaged staff the curriculum runs strongly through into the extracurricular with clubs and activities offered in all areas.

The whole school community has devoted significant time in the most recent years revisiting the school values and the House System.



SUPPORT

Our greatest asset is our staff, 'Team Shenners'. Our teaching staff are very experienced and committed to Shenfield High School and they are complimented by a group of newer entrants to the profession who bring fresh ideas and energy to the school. The teaching team works hand in hand with the highly qualified and experienced support staff who are integral to the daily functioning of the school.

At Shenfield High School we recognise that starting at a new school whether a new entrant to the profession or more experienced can feel daunting and comes with added pressure. The evaluation extract below highlights some of the key actions taken this year in support of staff wellbeing:

Shenfield High School is a strong community of staff, students, and their parents. Parents are very supportive of the school and recognise the uniqueness of some of the opportunities their children are afforded by attending the school.

As a standalone academy it is our governing body that works in partnership with the Headteacher and senior team in setting the strategic direction of the school. Our governors come from a variety of backgrounds and professions and are very supportive of the school. On the following page you can find an overview of our strategic framework that highlights our key focus areas for the years ahead



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THE APPLICATION PROCESS

The best way to find out about our school is to visit our website and come for a guided tour of the site.

If you are interested in a tour, contact the Headteacher's PA, Mrs Watson c.watson@shenfield.essex.sch.uk

- Please visit our website for an application form Job Vacancies - Shenfield High or email our recruitment@shenfield.essex.sch.uk for a hard copy of our application form
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position. Please take note of the person specification and keep your statement to no more than two sides of A4.

Interviews are a two-way process, please ask as many questions as you have and make sure you feel this is the school for you.

If your interest in our school has been piqued by anything you have read here then we would love to hear from you.

We wish you well in your search.

Clare Costello
Headteacher