

# **THE CHERWELL SCHOOL**

*Kindness, Opportunity, Responsibility, Excellence*

## **Teacher of Physical Education & Coordinator of Accredited Courses in Physical Education (KS4 & KS5)**

### **Job Description**

<b>Responsible to:</b>	Faculty or Subject Leader ( <i>as teacher</i> ) / Year Leader ( <i>as form tutor</i> )
<b>Responsible for:</b>	The provision of a full learning experience across GCSE and A-Level Physical Education and support for students
<b>Working Time:</b>	Full Time, with additional 2/3 ppf Leadership and Management time
<b>TLR:</b>	TLR 3 (£1,883 per annum)

#### **Job Purpose:**

- To support the Faculty Leader in delivering provision of a suitable, broad, balanced and differentiated curriculum for students within PE GCSE, NCFE and A-Level Courses
- To coordinate the strategic development, delivery and evaluation of examinable courses
- To monitor and support student progress and standards within Key Stage 4 and 5
- To support the development of teaching practice within the department

#### **Principal Responsibilities**

**To meet all requirements as appropriate of the Teachers' Standards, attached as an appendix to this document.**

#### **Teaching & Learning:**

- Monitor, evaluate and improve the quality of teaching and learning within Key Stage 3
- Promote high standards of achievement and progress across all groups
- Use performance data effectively to set targets and track outcomes

#### **Leadership & Planning:**

- Coordinate short, medium, and long-term planning for Key Stage 4 & 5 curriculum and resourcing
- Support the day-to-day management and operation of PE provision on North Site
- Contribute to the implementation of school policies (including safeguarding, behaviour and health & safety)
- Coordinate quality assurance within the key stage(s) and contribute to whole-faculty evaluation and improvement planning
- Ensure curriculum design reflects national and local developments

#### **Curriculum Provision and Development:**

- Ensure a broad, balanced, and inclusive PE curriculum at Key Stage 4 and 5
- Coordinate the delivery of Interform competitions across all year groups
- Coordinate the reframing of club provision to increase student access and participation

#### **Staff Development, Recruitment & Wellbeing:**

- Guide and support the development of team members, including contributing to appraisal and CPD
- Promote a collaborative, communicative and positive team culture
- Support the recruitment and induction of new staff as required

#### **Student Support & Inclusion**

- Monitor and support student progress, attendance, and wellbeing within the key stage
- Uphold the school's Behaviour for Learning systems
- Act as a Form Tutor and uphold the school's values including inclusion, tolerance and safeguarding
- Support the whole-school mental health and wellbeing strategy

**Mental Health and Wellbeing:**

- To carry out safeguarding duties and promote children's wellbeing in accordance with school guidelines
- To work with the Senior Leadership Team (SLT) in setting a culture within the school that supports the mental health and wellbeing of all members of the community as described in the school's Mental Health and Wellbeing Policy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

**General Duties:**

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, specifically for the year 2025/26, or any subsequent legislation

**Notes:**

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The Cherwell School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

*March 2026*

# Teachers' Standards

## Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Part One: Teaching

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### 4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

## **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*(DfE: with effect from 1<sup>st</sup> September 2012)*