



Harrow High School

Head of Department (PE) : Job Description & Personal Specification

Post:	Head of Department (PE)
Salary Range:	Teachers' Pay Scale (Main or Upper)
Allowance:	TLR 2b
Responsible to:	Head of Faculty (PEPS)

1. Purpose of the Job

The job exists to ensure high quality teaching and learning, planning, CPD and self-evaluation activities lead to outstanding provision in PE, enabling learners' to enjoy, achieve and make a positive contribution.

2. Responsibilities

Line Management of the PE department with overall responsibility for KS4 outcomes.
Strategic Planning, Implementation & Monitoring of Applied Learning across the curriculum,

3. Accountabilities

Excellent Learning and Progress

Intent

To be responsible for developing a curriculum that:

- Is broad and ambitious whilst being fully in line with the National Curriculum and whole school priorities
- Is carefully sequenced to enable learners to use knowledge and develop skills over time
- Is based around activities that incorporate a high level of stretch and challenge for all learners
- embeds the development of specific knowledge, the use of knowledge organisers and accompanying review activities
- identifies high quality challenging resources and is specific about their use in the delivery of the curriculum
- has clear strategies for scaffolding the work to ensure all learners are challenged and can achieve
- Is inclusive and representative of our community at Harrow High School
- makes excellent provision for all examination groups

- ensures learners are fully equipped to continue their studies at the next key stage/university

Implementation

To lead a team of teachers and middle leaders to:

- secure excellent teaching and learning across the faculty for all learners
- develop the pedagogy of staff in line with Rosenshines's principles and to ensure this is reflected in classroom practice
- develop subject specific teaching strategies with staff through excellent curriculum team meetings
- Support teachers in addressing any gaps in their subject knowledge
- develop excellent shared teaching resources to ensure a consistently high standard of learning in every classroom
- set regular and effective homework focusing on securing knowledge and building skills (use of SENECA at KS4)

Impact

To ensure:

- excellent outcomes for all learners at all key stages, specifically including disadvantaged learners and learners with SEND
- excellent standard of work in learners' books and folders
- feedback to learners on how to progress is of high quality and in line with school policy
- learners enjoy learning in the subject and understand its relevance in the wider world and to other learning
- learners read well in the subject
- excellent monitoring of learner performance across all key stages and year groups
- Timely and effective intervention to support learners at risk of underachievement across all group and key stages with particular regard to disadvantaged learners and learners with SEN

Excellent Aspirations

To develop learner self confidence and aspiration through:

- monitoring and encouraging the use of rewards so that learners are regularly, and fairly rewarded for their effort and progress

- designing a curriculum which allows the spiritual, moral, social, and cultural development of learners, including the promotion of British Values
- implementing equality, diversity, and inclusion throughout the curriculum, and challenging any stereotypes or discrimination
- promoting careers education, and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- supporting learners at key transition points such as with their options
- championing subject specific super-curricular and co-curricular clubs, events, trips, and visits
- being a member of a pastoral year team as a form tutor, or a support tutor

Excellent Behaviour Safety and Care

To be responsible for a team that:

- has a child-centred approach and takes the safety of learners seriously
- always passes on any safeguarding concerns; either direct disclosures or their own concerns about learners, to the safeguarding team on the same day as the concern arises.
- manages learner behaviour across the faculty consistently and inline with behaviour processes in place for all staff to adhere to
- takes responsibility for their own classroom behaviour management but also calls for assistance when they need help.
- treats learners with respect and kindness inline with 'calm consistent adult behaviour' principles and those contained in the school's vision for behaviour
- encourages full attendance for all all learners so that they have the most opportunities for success within the school and faculty

Excellent Communication

To ensure:

- parents are kept fully apprised of their child's progress in line with school policies and protocols (e.g reports/parents' evenings)
- learners have clear guidance on how to improve their work and engage in a dialogue with staff about this in line with our marking policy
- any set changes are made in line with the school protocol and these are communicated well in advance to learners, parents and staff
- The planning and provision of excellent curriculum team meetings focusing upon whole school pedagogical discussion and development and subject specific content and delivery

- faculty events and trips are documented and publicised via the school website or bi-weekly newsletter

4. Other Specific Duties

- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in the job description
- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.

The job description is current at the date shown, but, in consultation with you may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

Person specification

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> ● Qualified teacher status ● Degree ● Successful teaching experience with a history of achieving excellent outcomes ● Evidence of showing successful leadership (departmental or whole school) with positive impact/outcomes (desirable not essential) ● Evidence of completing CPD in leadership (desirable not essential)
Skills and knowledge	<ul style="list-style-type: none"> ● Excellent understanding of the importance of safeguarding and a clear commitment to keeping learners safe by adhering to statutory and school safeguarding policies ● Excellent subject knowledge, including but not limited to, that required under the National curriculum or relevant GCSE Syllabus ● Excellent pedagogical skills and a strong commitment to continued development of these skills ● An excellent understanding of how children learn ● Clear commitment to the progress of all learners and the ability to adapt teaching to support this ● The ability to support teachers in adapting teachers skills to increase progress for learners ● Excellent working relationships with staff, learners and parents ● The ability to enhance teacher relationships to benefit departmental goals ● Excellent understanding of behaviour management strategies and a commitment to implementing school behaviour, safety and care policies ● Confident at using technology and digital platforms to enhance teaching, learning, and communication. ● Using technology and digital platforms to inform interventions. ● Ability to lead on interventions for examination years for underperforming groups of learners. ● The ability to LM effectively and hold Key Stage leads accountable when required.

**Personal
qualities**

- An unwavering commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Excellent expectations for all learner's attainment and progress
- Excellent commitment to professional development of self and others
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Dedication to safeguarding and equality