



Queen's College, London

Established 1848

Teacher of Physical Education - Dance Specialist (maternity cover and part-time 0.8FTE)

The PE and Dance Department

The PE and Dance department consists of five full-time members of staff, including a Director of Sport who works across both the College and the Prep school, a netball specialist, an athletics specialist, and two Dance specialists who also teach the games programme. The College has a gym onsite, and we make frequent and regular use of many local facilities including Moberly Sports Centre, Parliament Hill Athletics Track, and Regent's Park.

All pupils in Year 7 through to Year 11 have one afternoon each week which is dedicated to games and sport. In addition, Years 7 to 9 have timetabled lessons of gym and dance. At Key Stage 3, a variety of sports are taught, including netball, football, cross-country, gymnastics, dance, badminton, rounders, cricket, and tennis.

In Years 10 and 11, an option system is offered, and pupils can choose to participate in traditional team-based games or more individual activities. In addition to this, GCSE Dance is currently offered as an option at Key Stage 4 and A-level Dance and Community Sports Leaders at Key Stage 5. All pupils in the Sixth Form have timetabled sports lessons, offering a range of activities tailored to the interests of the pupils and helping to promote a healthy, active lifestyle.

Extra-curricular

The department runs an extensive extra-curricular programme, with activities taking place before school, at lunchtimes and after school including dance groups in contemporary and street dance, dance technique and choreography sessions for the examination classes. The pupils also participate in national dance competitions and workshops throughout the year.

The department organises several trips and events annually including a ski trip to Europe, a whole school dance show, and trips to national sports events such as Netball Super League games. In recent years, tours to South Africa and Barbados were an enormous success. The latest dance trip was a Brass and Dance tour to Cyprus.

The Role

As dance continues to flourish at Queen's College, we seek an outstanding dance specialist, who is also able to lead single PE lessons and assist in afternoon Games lessons, to teach pupils from Year 7 to Year 13 for one year maternity cover. The successful candidate will be responsible for teaching contemporary techniques within exam classes (GCSE & A-level) as well as producing choreography for the annual dance show and competitions within the younger age groups. Experience in teaching GCSE and A-level Dance is desirable.

Key Responsibilities

Reporting to: Director of Sport and Head of Dance

Teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set targets that extend and challenge pupils of all backgrounds, abilities and cultures
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Promote a love of learning and intellectual curiosity
- Ensure they are familiar with health and safety information, relevant risk assessments and statutory guidelines and rules associated with physical activity
- Ensure that physical activity takes place in a safe environment and understand and implement safety measures to keep themselves and pupils safe
- Be aware of, and action, emergency measures should accidents happen
- Take responsibility for supporting and leading games fixtures, including those taking place before and after the teaching day and at weekends where applicable

Promote excellent progress and outcomes

- Be accountable for pupils' attainment, progress and outcomes
- Plan and prepare schemes of work and lessons to build on pupils' capabilities and prior knowledge
- Support the Head of Department in writing risk assessments
- Encourage pupils to reflect on the progress they have made and identify the next steps in their learning
- 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 studies

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, in accordance with policies and procedures
- Analyse formative and summative assessment to track and secure pupils' progress

and set appropriate targets on a regular basis

- Use and record relevant data to monitor progress, set targets and plan subsequent lessons
- Prepare relevant classes for public examinations at GCSE and A-level
- Give pupils regular feedback orally and through accurate and diagnostic marking in accordance with policies and procedures and encourage pupils to respond to feedback
- Integrate Assessment for Learning (AfL) strategies into lessons

Adapt teaching to respond to the strengths and needs of all pupils

- Deliver high-quality teaching using excellent subject knowledge and professional judgement
- Know when and how to differentiate appropriately, using approaches which enable effective teaching and learning
- 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 pupils, 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 who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them in accordance with school policies
- Use IT and educational technology discerningly to enhance teaching and learning

Manage behaviour effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school
- Have very high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions 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

Fulfil wider professional responsibilities

- Support the leadership, development and progress of the department
- Write subject reports, prepare grades, and participate in monitoring pupil progress using the Progress Tracker
- Take responsibility for the regular updating of notice boards
- Support pupil recruitment events, including those taking place after the teaching day has ended
- As directed, be a form tutor, carrying out roles including registration, pastoral and academic monitoring of pupils, writing tutor reports, proofreading subject reports,

target setting with pupils

- As directed, teach PSHE
- For the teaching of PSHE, be aware of the statutory regulations, guidelines and College Policies associated with teaching the Relationship and Sex Education curriculum
- For PSHE, be aware of how the sensitive nature of some of the topics discussed may affect pupils and approach these topics in a sensitive and balanced manner
- Contribute to the Queen's extra-curricular programme
- Take part in trips and visits
- Make a positive contribution to the wider life and ethos of the school e.g. house activities, assemblies, duties, parents' evenings, and similar related activities, Sports Day
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Provide cover for lessons, as reasonably required
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and by participating in the staff appraisal process
- Attend INSET, departmental and staff meetings and events, as required
- Communicate promptly and effectively with parents about pupils' achievements, behaviour and well-being, in accordance with policies and procedures
- Promote environmental awareness within the school

Other Duties

- Undertake additional duties that are commensurate with the role, as reasonably required

All staff are expected to:

- Be aware of and committed to the ethos and values of Queen's
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Adhere to school policies and procedures
- Be fully committed to safeguarding and promoting the welfare of children

Person Specification

The person appointed is highly likely to have the following qualification and attributes:

- Honours degree in a relevant discipline
- Recognised teaching qualification
- Qualified to work and teach in the UK
- Highly successful recent experience of teaching GCSE and A-level Dance
- Highly successful recent experience of teaching PE/games, or recent success as a trainee teacher
- Excellent organisational and administrative skills
- A love of sport and the willingness to contribute to the co-curricular life of the College; all full-time staff are required to run a weekly club during lunchtime or after school.
- A commitment both to the College's elite sportswomen and to the principle that all students should be given opportunities to develop their understanding and skills in this area
- Demonstrable commitment to continuing professional development (CPD)
- A wholehearted commitment to leading and accompanying trips
- Understanding of Safeguarding and Child Protection protocols
- Pastoral interests – all teachers at Queen's College are required to act as a Form Tutor, contributing to the work of pastoral teams
- Approachable and empathetic to the needs of others
- Enthusiasm and an ability to use own initiative
- Ability to prioritise and work flexibly as workloads require, and a willingness to take ownership of tasks
- Attention to detail and ability to actively question and clarify information
- A role model who demonstrates professionalism at all times
- A sense of humour and a positive 'can do' attitude

This is an exciting opportunity for the right candidate to join Queen's College at a time of growth and development. Applications will be welcomed both from existing teachers and ECTs. The College has a very successful ECT induction programme overseen by ISTIP. In year one of the ECT Framework, you will work with your mentor and induction tutor to develop your skills in all areas of the Teachers' Standards. In year two, you will have the opportunity to carry out action research into areas of teaching and learning you find more interesting.

Terms and Conditions

- Maternity cover position (fixed term for one year)
- Part-time 0.8 FTE, term time only
- Start date: September 2026
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Free lunch in the Dining Hall during term time
- Healthcare insurance (taxable benefit)
- Defined Contribution pension scheme (up to 22% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.

During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.

This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).

Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.