

Role Profile: PE Lead

Reports to	Headteacher
Job family	Education
Grade	G
DBS required?	Y - enhanced
Date	February 2026
JE Code	JE0014

Key deliverables

1	Lead and Develop the PE, Sport & Enrichment Provision Provide strategic leadership of PE, ensuring high-quality curriculum delivery, enrichment opportunities, and continuous improvement. This includes implementing and reviewing a structured enrichment programme to extend learning beyond the core PE curriculum.
2	Maintain High-Quality Teaching and Learning Plan and teach engaging, well-structured PE lessons with clear objectives, strong differentiation and high expectations for all pupils
3	Manage and Develop Staff Lead and support the PE team and Play Leaders, ensuring consistent practice, effective deployment and high-quality provision across lessons and lunchtime activities. This includes creating and leading a structured lunchtime provision to promote physical activity and positive behaviour.
4	Ensure Inclusion and Personal Development Promote equal access to PE, sport and enrichment for all pupils, supporting their social, emotional and cultural development.
5	Monitor, Assess and Report on Progress Implement and maintain systems for assessment, record-keeping and reporting to track pupil progress and inform planning.
6	Quality Assurance and Curriculum Improvement Evaluate curriculum effectiveness, lead subject development, and produce annual evaluations and improvement plans.
7	Promote Health, Safety and Safeguarding Ensure safe practice during all PE and off-site activities, complying with health and safety and safeguarding policies. Act as the Educational Visits Coordinator (EVC), holding responsibility for the planning, approval and oversight of educational visits and residentials, ensuring compliance with statutory and local authority requirements.

8	Contribute to Whole-School Leadership and Collaboration Participate in curriculum leader meetings, policy development and whole-school decision-making to support wider school priorities.
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Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both school and Trust wide needs

Essential requirements Key skills, expertise, and qualifications

1	A sport science-related degree and/or a recognised coaching qualification. Substantial breadth and depth of experience across a sustained period.
2	Lead and advise on PE across the school, working independently and using professional judgement to drive provision and standards.
3	Excellent communicator with emotional resilience, energy and the ability to build productive partnerships with pupils and staff.
4	Demonstrates commitment to equal opportunities, safeguarding practices and the values of the school.
5	Willingness to continue professional development and adapt to changing contexts and initiatives.

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow IFtL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Job family

Education (Grade G)

Colleague expectations

- Be professional at all times
- Work together for the good of the schools and Trust.
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

Manager expectations

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Education family job holders work directly with children and adults in an academic or related setting. They support the work of the wider team by engaging with those under the IFtL's duty of care, and under the supervision and/or direction of teaching professionals and school management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

Role characteristics

At this level job holders use their management authority and/or professional knowledge and experience to make substantive decisions about not only individual children, but about the in-school service they oversee, leading a team and working closely with teaching colleagues and school management.

The knowledge and skills required

At this level, the expertise that underpins job holders' decisions and authoritative recommendations will almost always be evidenced by a combination of formal, certificated education and extended experience in a scholastic or other child centred setting.

Jobs at this level which do not require quite the in-depth theoretical knowledge described above will offset this with higher levels of financial responsibility and/or personal impact factors such as physical effort or more difficult working conditions. One to one interaction with children will involve assisting them with physical activities that require some precision. This might include such activities as art, writing, tool or computer use.

Computer use is also a day to day feature of these roles.

Thinking, planning and communication

Job holders will be taking a forward-thinking approach to ensuring the welfare of their team, individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to child- centred development programmes.

With many issues and problems being escalated to the job holders they will need developed advisory, guiding and persuasive skills to handle small scale, but difficult and potentially contentious situations. Encouraging individuals and groups of children to engage appropriately in both formal and informal school settings will require the exercise of both the authority vested in the post and the necessary communication skills to persuade others to conform to behavioural expectations.

Decision making and innovation

Job holders will have considerable freedom to manage their own work and that of their team. They will of course adhere to school policies and procedures but will have responsibility for shaping their school's response to the needs of varied groups of children, as well as the individuals they work with on a one to one basis. Using their initiative to deal with problems and issues, they will solve most day-to-day problems independently, without recourse to managers for anything but particularly serious problems.

Areas of responsibility

Job holders will be required to make formal judgements and assessments of children's well- being and academic and social development. Job holders will personally devise and implement activities and interventions to children's direct benefit, both individually and in groups.

Job holders will have direct responsibility for the management of a small team of other staff. This will include attendance, appraisal, training and other formal elements.

There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Some jobs will have formal responsibility for the safe use and basic maintenance of equipment or other physical resources, but all will share responsibility for record keeping relating to individual children.

Impacts and demands

Job holders will be required to walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the children in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with children are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with children and the ongoing significant emotional demands that this brings.

With the focus of the role firmly on the activities of children, there will inevitably be occasional exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.