



Chipping Sodbury School

Respect, integrity, aspiration and responsibility



Teacher of Girls' PE Recruitment Pack





Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

Chief Executive Officer

The Athelstan Trust





Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich, fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

- Internal career opportunities
- Personalised professional development and training
- Employee Assistance Programme
- Flexible working opportunities and a genuine commitment to family and work/life balance
- Nationally negotiated cost of living pay
- Automatic enrolment to the teacher or local government pension schemes
- Generous holiday allowance for support staff
- Recognition of local government continuous service
- Cycle to Work Scheme
- Discounts at local leisure centres





Dear Applicant,

Thank you for your interest in this post. I am delighted to introduce you to Chipping Sodbury School and do hope that you will find this application pack along with our website helpful. I know that this information will convey to you the immense sense of pride that we hold for our school and our community.

Chipping Sodbury School is an institution built on strong core values. Developing Aspiration, Respect, Responsibility and Integrity are at the heart of all that we do both for our students and our colleagues. It is these values which have developed so many young people and staff over the years and provided them with the opportunities to grow into successful individuals within the local community and beyond. They are at the forefront of our mission to aim for brilliance in all we do.

The origin of the school dates back to the Middle Ages when it was set up as an Endowed School to provide free education for the townspeople. It has gone through many transformations since then which have involved it becoming a Grammar School, a Comprehensive School in 1970, a Cooperative School in 2013 and now a partner school within The Athelstan Trust. Whilst there have been changes over the years, the history remains central to the school's values and ethos. The Endowed Foundation still provides support for students and is an important part of the school.

We believe in providing students with the very best opportunities through achieving the strongest educational outcomes as well as ensuring we develop their character and sense of self. To do this we have the highest of expectations in all that we do for our young people. High expectations of their potential, high expectations of their engagement in lessons and the wider school, high expectations of behaviour and conduct and crucially high expectations of ourselves as educators- working together to ensure we provide the very best experiences for our young people. We are committed to challenging and engaging lessons, ensuring that our staff body is provided with high quality CPD that is evidence informed and that we celebrate staff for their hard work. Our approach to behaviour prioritises relationships, supporting our students in making the right choices through having clear, consistent expectations and an emphasis placed on kindness and respect in all our interactions.

We are passionate about collaboration both across the Trust and beyond. The school has strong links with the local primary schools and we have long standing partnerships with local secondary schools, often working with one another to ensure the needs of our local communities are met. As part of the Trust, our staff are afforded opportunities to work with and even deliver sessions to colleagues across the Trust which is hugely beneficial to their own development.



RSP

Rob Skipp
Headteacher
Chipping Sodbury School





JOB DESCRIPTION

POST: TEACHER OF GIRLS' PE

CONTRACT: 0.3 FTE, FIXED TERM CONTRACT UNTIL 31.08.2026

LEVEL OF PAY: MAIN/UPPER PAY RANGE

LINE RESPONSIBILITIES

1. Responsible to the Head of Faculty for teaching commitment.
2. Responsible to the Pastoral Progress Lead for role as a tutor.

MAIN DUTIES

1. To teach allocated groups the faculty/subject schemes of learning, according to students' individual educational needs, and in accordance with the general methodology of the faculty/subject area and school.
2. To be responsible for the academic performance, behaviour and appearance of groups taught, in sympathy with the stated aims of the school and faculty/subject area.
3. To plan and prepare courses and lessons in line with the school's curriculum model.
4. To utilise evidence-based informed practice to ensure teaching methodology reflects the latest educational research.
5. To maintain positive working relationships and behaviour among students and safeguard 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.
6. To review and assess student knowledge and skills through the use of verbal and written teacher feedback and peer and self-assessment, and to support students to improve their work by acting upon feedback.
7. To closely monitor the progress of students using a range of assessment data and ongoing classroom observations, in particular students with SEND needs, disadvantaged learners and students with safeguarding vulnerabilities.
8. To actively seek support from parents/carers and other colleagues to plan and implement appropriate interventions to address student underachievement and evaluate the impact of any action taken.
9. To keep accurate records of the work covered by all teaching groups including records of homework and coursework set as part of the scheme of learning.
10. To keep accurate records of students' progress and provide/contribute to internal and external assessments (written or oral), reports and references relating to individual students and groups of students as required by the faculty/subject area, school or National Curriculum.
11. To support, as necessary, external assessment procedures, for example with coursework.
12. To support students' literacy development through the use of whole-school strategies.





13. To maintain accurate records of students' attendance at lessons and notify the Head of Faculty and form tutor of any unusual absence.
14. To communicate and consult with parents/carers in accordance with school policy and practice.
15. To work with other members of the department to formulate, implement and review appropriate curricula and schemes of learning in accordance with the National Curriculum, exam board syllabuses and any other appropriate frameworks.
16. To carry out tasks allocated in accordance with the faculty/subject area improvement plan and meet the targets set within the faculty/subject area plan.
17. To work as a member of a faculty with recognition that for some work there may be a need to work within another faculty.
18. To participate in appraisal reviews and further training and professional development to support individual, faculty and whole-school priorities.
19. To contribute positively at all times to the ethos, well-being and further development work of the school and, in particular, to promote the whole school values of Respect, Responsibility, Aspiration and Integrity.
20. To contribute to the running of an extra-curricular activity, working collaboratively with colleagues where appropriate.
21. To take part in school meetings as per the school meetings cycle.
22. To ensure that the school Health and Safety Policy is implemented.
23. To cover for absent colleagues when called upon, in accordance with school policy and practice.
24. To complete the organisational tasks related to normal teaching duties.
25. To be responsible for the safeguarding and promotion of the welfare of children.
26. To follow all the school procedures for child protection and liaise with the Designated Safeguarding Leads on all matters relating to issues of child protection and safeguarding.
27. To undertake the duties of a form tutor as allocated by the Headteacher.

OTHER DUTIES

This job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out.

SPECIAL CONDITIONS

The post holder will be subject to an enhanced Disclosure and Barring Service check to satisfy child protection requirements.

THE ATHELSTAN TRUST

There is an expectation of collaboration and resource sharing with other colleagues across the Trust.





TEACHER OF GIRLS' PE - PERSON SPECIFICATION		
Quality	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree Qualified Teacher Status 	
Experience	<ul style="list-style-type: none"> Experience of teaching Physical Education up to KS4 Experience of assessment of student progress 	<ul style="list-style-type: none"> Experience of teaching Child Care & Learning Development Experience of working collaboratively with other school staff to enhance learning
Knowledge, Skills & Abilities	<ul style="list-style-type: none"> Knowledge of current education issues Able to offer specific knowledge and understanding related to the areas described in the job description An understanding of the needs of students across the ability range Able to inspire and enthuse students and use a range of teaching and learning strategies for effective delivery An awareness of ways to raise student attainment in the subject Able to use ICT to enhance learning and aid teaching Excellent written and oral communication skills Able to work in a team 	





TEACHER OF GIRLS' PE - PERSON SPECIFICATION		
Quality	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • A passion for the subject and the ability to inspire others to share it • Commitment to comprehensive and inclusive education • A genuine desire to provide the best education for students • High personal expectations and goals • A commitment to equal opportunities • A commitment to the aims and ethos of the School and Trust • A commitment to excellent pastoral care • A commitment to the safeguarding and welfare of children • A commitment to continuous professional learning • Sense of humour • Stamina, resilience and energy 	<ul style="list-style-type: none"> • Potential to develop further within the subject and the school • Involvement in wider range of school activities

