

MATRIX ACADMEY TRUST
Job Description – Director of PE

| | |
|---|--|
| Reports to: | Member of Leadership |
| Key Responsibilities | <ul style="list-style-type: none"> • To raise achievement in PE and to monitor and support student progress • To develop and enhance the teaching practice of others • To ensure the provision of high quality teaching for all students studying Physical Education • To track pupils attainment and to be accountable for delivering outstanding results in PE • To be accountable for developing a strategy for PE • Work effectively with Second in Department to ensure coordinated, high quality leadership and management • To effectively lead, manage and deploy teaching staff to support effective teaching and high standards. |
| Liaising with: | Leadership Team, Directors of Learning |
| Strategic Planning | <ul style="list-style-type: none"> • To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department. • The day-to-day management of staff and physical resources. • To actively monitor pupil progress • To implement School Policies and Procedures on Raising Achievement • To work with colleagues to formulate aims plans for the department • To ensure that Health and Safety policies updated where necessary, liaising with the School's Health and Safety Manager • To have oversight of remote learning |
| Curriculum Development: | <ul style="list-style-type: none"> • To lead curriculum development for the whole department. • To keep up to date with national developments in the subject area • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels |
| <u>Staffing</u> Staff Development: Recruitment/ Deployment of Staff | <ul style="list-style-type: none"> • To work with the Leadership– Staff Development to ensure that staff development needs are identified and appropriate training is identified • To work effectively with Second in Department on PE developments and strategy • To undertake Performance Management Reviews and to act as reviewer for a group of staff within the designated department. • To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department • To participate in the interview process for teaching posts and to ensure effective induction of new staff in line with School procedures. |

| | |
|--------------------------|--|
| | <ul style="list-style-type: none"> • To promote teamwork and to motivate staff to ensure effective working relations. • To be responsible for the day-to-day management of staff within the designated department and act as a professional role model • To coach and mentor staff within the department |
| Quality Assurance: | <ul style="list-style-type: none"> • To establish the process of the setting of targets within the department and to work towards their achievement. • To promote high standards of teaching learning and assessment • To actively participate in school monitoring and evaluation procedures • To monitor and evaluate the curriculum area/department in line with agreed School procedures |
| Management Information: | <ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system • To make use of analysis and evaluate performance data • To produce examination reports for Headteacher and Leadership Team • To produce reports on examination performance, including the use of value-added data. |
| Communications: | <ul style="list-style-type: none"> • To ensure that all members of the department are familiar with its aims and objectives. • To ensure effective communication/consultation as appropriate with the parents of students. • To provide information on pupil progress and department developments |
| Management of Resources: | <ul style="list-style-type: none"> • To manage departments resources efficiently • Be responsible for the department budget • Participate in the annual timetable by providing information on staffing needs |
| Pastoral System: | <ul style="list-style-type: none"> • Deliver and contribute to the PSHE, citizenship and enterprise programmes. • To ensure the Behaviour Management system is implemented in the department so that effective learning can take place |
| Additional Duties: | <ul style="list-style-type: none"> • Adhere to the Teacher Standards • To play a full part in the life of the school community and to support its distinctive mission and ethos. • To encourage pupils to follow this example. • To actively support school policies. • Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with. • Any other duties as directed by the Headteacher |

This job description may be amended at any time, following consultation between the Headteacher and postholder. These are broad descriptions of the types of duties/activities expected of the post and are not an exhaustive list.

The Headteacher retains the right, as a condition of your employment, to require you to undertake such other duties as may reasonably be expected of you in this post, as specified by School Teachers Pay and Conditions Document not mentioned in the above. These duties will correspond to the general character of the post and are commensurate with its level of responsibility.

Postholder Name: Date:

Postholder Signature: Date:

MATRIX ACADEMY TRUST
Person Specification – Director of PE

| Factors | Essential or desirable | Measured by A – application S - selection method I - interview |
|--|------------------------|---|
| Qualifications | | |
| Qualified Teacher Status | E | A |
| Relevant degree in subject area or related area | E | A |
| Further professional development in subject area | D | A |
| Ability to teach ages 11-16 | E | A/I |
| Ability to teach Post 16 (for schools with Sixth Form) | D | A/I |
| Relevant NPQ e.g. NPQLT, NPLTD | D | A |
| Leadership | | |
| Take a proactive role in supporting the leadership team in driving whole school priorities and improvement actions. | E | A/S/I |
| Ability to plan for effective implementation of changes which will secure stronger pupil outcomes. | E | A/S/I |
| Be accountable for their areas of responsibility. | E | A/S/I |
| Ability to lead and manage their team so everyone performs to their best, taking decisive action when underperformance dips. | E | A/S/I |
| Develop their team so that they are always 'growing the next layer' | E | A/S/I |
| Collaborate with leaders from across their school and other trust schools. | E | A/S/I |
| Membership of subject associations. | D | A |
| Abilities | | |
| Ability to create a learning environment that allows pupils to focus on learning. | E | A/S |
| Ability to clearly instruct pupils, checking prior knowledge, imparting new knowledge and thoroughly checking they have 'got it' before moving on. | E | A/S |
| Has up to date subject knowledge. | E | A/S/I |

| | | |
|---|---|-------|
| Has to date subject pedagogical knowledge (how to teach their subject). | E | A/S/I |
| Ability to identify misconceptions, unpick them and then teach pupils so they have a better understanding. | E | A/S |
| Can motivate pupils by having them maintain a high success rate. | E | A/S |
| Ability to assess pupils accurately, use this information to adapt their planning and guide pupils to improve their understanding. | E | A/S/I |
| Ability to reflect on their teaching and precisely identify how they can make their teaching even better. | E | I |
| Know the legal requirements, policies and guidance on safeguarding. | E | I |
| A track record of strong pupil outcomes. | E | A |
| Practical Skills, Personal Qualities and Behavioural Attributes | | |
| Excellent communication, planning, organisational, listening and time management skills. | E | A/S/I |
| Commitment to regular and on-going professional development and training to establish effective classroom practice. | E | A/I |
| Collaborate with practitioners from their school – and beyond – to design and implement an ambitious, well sequenced and well resourced curriculum. | E | A/I |
| Work effectively alone and as a part of a team. | E | A/I |
| Develop positive relationships and act as a role model to staff and students. | E | A/S/I |
| Resilience, motivation and commitment to driving up standards of achievement. | E | A/S/I |
| Uphold all teacher standards, including abiding by relevant legislation and following policies and procedures of the school/trust. | E | A/S/I |