

November 2024

Dear Colleague

Thank you for your interest in joining us at Myton School.

I am delighted that you have requested further information about this vacancy and hope that you will be sufficiently inspired to submit an application.

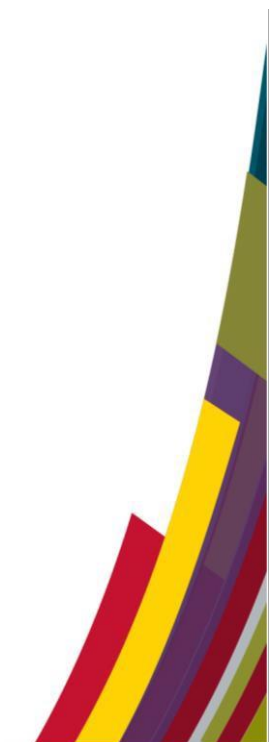
We warmly welcome informal enquiries to the Head of Department, or via our HR Team. Our Deputy Heads, Liz Curtis and Neil Phipps, would also be very happy to talk to you about the culture and ethos at Myton and our plans and aspirations for the future.

We are immensely proud of our school and our place in the local community and can assure you of a warm welcome if you do come to join our staff in the near future.

Yours sincerely



Andy Perry
Head Teacher



INFORMATION FOR APPLICANTS

Head of PE

Closing date: 9.00am, 19 November 2024

The following guidance is to help you to provide the necessary information we need to give your application appropriate consideration and also give you an insight into how your application will be handled.

Covering Letter

Please attach a covering letter to explain the reason for your application and outlining your suitability for the role. This will assist those who are short-listing the applications and enable them to assess quite quickly how closely your application meets the criteria for the post (i.e. the person specification).

Application Form

A Myton School Application Form must be completed for you to be considered for the role. Please complete the online application form which you can access using this [link](#). Alternatively you can request an application in Word format, or paper copy by emailing vacancies@myton.co.uk and making this request. You can include a CV as additional information if you wish. If you need to include more information on any section, please attach a continuation sheet to your application form.

Please note that, if your application for employment is unsuccessful, Myton School will hold your data for 6 months after the end of the relevant recruitment process. For further information on this, please refer to our [Privacy Notice for Applicants](#) on our school website.

Employment History

Please provide a FULL history of your current and previous employment and record any gaps in employment with details of your activities during these periods.

Returning Your Application

Completed applications and any supporting information should be received by the advertised closing date. NB: This is usually by 9.00am unless stated otherwise.

Online applications via the school website (www.mytonschool.co.uk) are preferred and should be submitted by the closing date.

- **E-mailed applications** should be sent to vacancies@myton.co.uk
- **Postal applications** please address as “**Job Application for the post of ...**” to identify it more easily from the general post. *Please ensure correct postage (e.g. Large Letter) is used as Royal Mail will withhold all insufficiently stamped mail until a fee is paid by the school which could mean missing the closing date.*

References

Please contact your referees in advance and give them permission to provide a reference to us should we need to do so to abide by current Data Protection regulations.

Please provide details of two appropriate referees including your most recent employer and, if applicable, a reference from any previous educational employment you have had. We do not normally accept references from relatives, friends, work colleagues etc. or open references i.e. not written in relation to the specific post for which you are applying.

If your application is short-listed, references will be taken up before interview. This is to enable the panel to be aware of any information they may need to discuss with you at interview. If you don't want your referees to be contacted before interview, if your application is short-listed, please indicate this clearly on the application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions, bind-overs, and warnings, including those otherwise regarded as “spent”, must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Should you have any record to declare please provide details on the Declaration form, that will be sent to short listed candidates, and bring this with you to interview in an envelope marked *Confidential FAO HR Manager*.

Short-listing

Short-listing normally takes place immediately after the closing date. The information you provide on the application form will be scrutinised and assessed against the criteria in the person specification, and the stated job requirements. This process will be carried out by more than one person to ensure objectivity. An online search of all shortlisted candidates will be performed prior to interview.

Contacting You

We do endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive a communication from us within two weeks of the closing date, although on occasions it may take longer than this (for example, if we need to involve a number of people in the short-listing process or over school holiday periods).

Attending Interview

If you are invited for interview, you will be asked to bring certain documents with you including proof of identity (preferably photo-ID), a DBS Disclosure if you have one, the Criminal Record Declaration Form (in a confidential envelope) and any relevant qualifications. We may also conduct remote interviews via a video link where appropriate.

If you are an Overseas applicant, the recruitment process if short listed for an interview will include providing a video portfolio of your teaching practice, lesson plans, and the opportunity for your referees to be contacted via video conferencing.

Enquiries

If you have any queries regarding your application or the information sent to you, or to confirm that your application has been received, please contact vacancies@myton.co.uk or 01926 493805 ext 225/209. Please use email only during school holiday periods.

Thank you for your interest, we look forward to receiving your completed application.

Lisa Taylor
HR Manager

DEPARTMENTAL INFORMATION

The PE Department

The Department

The Physical Education department consists of nine staff who work closely together as a united and strong team.

All teaching staff also contribute to Myton's extensive programme of extra-curricular activities.

Facilities and Resources

The school has extensive facilities, consisting of a state of the art Sports Hall, with four badminton and one full-size basketball court, dance studio, one floodlit 3G all-weather pitch, one gymnasium, a health related fitness room, three football pitches, two rugby pitches, two netball courts, grid, four rounders pitches, a 400 meter grass track, field event facilities, and an artificial cricket strip.

Our Philosophy

We believe in giving every student the opportunity to participate in, enjoy and excel to the best of their ability in a wide range of sporting activities within a safe and stimulating environment. We also aim to develop every student's awareness of the advantages of following an active and healthy lifestyle.

Our Achievements

Our School teams have an excellent reputation at Regional, County and District level. We have a particular strength in netball, athletics and rounders and teams regularly compete in national competitions. At present, league, cup and friendly fixtures take place in football (boys and girls), rugby, netball, basketball, hockey, cricket, and athletics, cross country, table tennis and badminton. Regional tournaments are also held in rounders and athletics.

In addition to squad training sessions, all students are also able to participate in clubs such as street dance, health related fitness (weight training), badminton, trampolining and table tennis.

The department also prides itself on its provision of inclusive sports for SEND students who have enjoyed competing at local, regional and national level.

The department has also been responsible in the past for organising annual ski, surfing and outdoor pursuits trips, football and netball tours, and trips to various sporting venues to watch professional games.

The Curriculum

Key Stage 3 (Y7 – 9)

All of our students from 11 to 18 are offered a wide range of activities. At some time, they will have the opportunity to participate in football, rugby, basketball, cricket, athletics, gymnastics, dance, health related fitness, tennis, softball and table tennis.

Key Stage 4 (Y10 – 11)

All students will continue to develop more advanced skills in the above activities and become aware of the various tactics and strategies that can be deployed in order to outwit opponents. They will also gain a more in-depth understanding of the importance of an active, healthy lifestyle.

Students also have the opportunity to study the EdExcel PE GCSE examination course.

Key Stage 5 (Post-16)

An Enrichment programme is available on Wednesday afternoon in order to pursue recreational activities. Students also have the opportunity to compete against other schools in a variety of sports.

Why Join Us?

If you join our team, you will be working with colleagues who are experienced and supportive and who believe in delivering a learning experience to our students that will motivate them to make the most of their sporting potential and develop a high regard for an active and healthy lifestyle. You can be assured of working in a well structured and organised department that promotes a strong work ethic and respect for all.

PERSON SPECIFICATION

Head of PE

*A = Application I = Interview

Knowledge and Experience

	Essential	Desirable	How Assessed *
Qualified Teacher status with specialisation in PE	E		A
Strong subject knowledge	E		I
Thorough knowledge and understanding of the National Curriculum and exam board requirements for PE	E		I
Knowledge and understanding of the learning process	E		I
A clear philosophy for the teaching of PE	E		A/I
Experience of delivering the KS3, KS4 and post-16 PE curriculum	E		A/I
Awareness of the responsibility for promoting and safeguarding the welfare of children	E		I
Experience of effectively leading and managing a department or team of staff		D	A/I
Knowledge of current whole school developments in education		D	I
Evidence of recent In-Service Training relevant to post		D	A/I

Skills and Abilities

The vision and capacity to drive the department to be at the forefront of the school's success	E		A/I
Able to lead, motivate and support staff effectively	E		I
Excellent classroom practitioner with success in teaching PE	E		I
Evidence of creative and imaginative approaches to teaching PE	E		A/I
Able to work effectively under pressure, meet tight deadlines and pay attention to detail	E		A/I
Ability to use ICT in the classroom to achieve improvement	E		A/I
High level of interpersonal, organisational and administrative skills	E		A/I
Able to manage students effectively	E		A/I
Ability to see tasks through to a successful conclusion	E		A/I
Ability to coordinate exciting and innovative extra-curricular opportunities	E		A/I

Personal Attributes

High level of enthusiasm for PE	E		A/I
Suitable to work with children and safeguard their welfare	E		A/I
Personal attributes: motivational, approachable, enthusiastic, sympathetic understanding of the needs of students	E		A/I
Commitment to promote positive behaviour strategies	E		A/I
Willingness to demonstrate flexibility in the role	E		A/I
Willingness to be part of extra-curricular activities	E		A/I
Demonstrate professionalism, loyalty and integrity	E		A/I
Willingness to play a full part in the life of the school	E		A/I

JOB DESCRIPTION

Post: **Head of PE**
Reporting to: **Head Teacher**
Staff responsible for: **N/A**

Date of Issue: **September 2024**

This job description consists of a maximum of four parts. Parts 1, 2, and 3 apply to all teachers.

Part 1	:	General
Part 2	:	Responsibilities of all Teachers
Part 3	:	Responsibilities of Form Tutors
Part 4	:	Additional Responsibilities

(TLR Holders) The parts which apply to this post are as follows:

1, 2, 3, 4

PART ONE: GENERAL

You are required to carry out the duties of a Schoolteacher as set out in the School Teachers' Pay and Conditions Document and policies of the Academy Trust as amended from time to time.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's published Directed Time allocation and have regard to the School Teachers' Pay and Conditions Document on the Conditions of Employment of Teachers other than Head Teachers.

This job description is not necessarily a comprehensive definition of the post. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed approximately once every two years and may be subject to modification or amendment at any time after consultation with the post-holder and agreement of the Head Teacher.

All employees are expected to:

- safeguard and promote the welfare of children
- comply with legislation
- be courteous to colleagues
- provide a welcoming environment to visitors and telephone callers.

(End of Part 1)

PART TWO: RESPONSIBILITIES OF ALL TEACHERS

All teachers are responsible to the Subject Leader/Head of Department in which their teaching takes place, and to the Head of Year in which the students are placed.

The general responsibilities are as follows:

1. Promote and safeguard the welfare of children and young persons that s/he is responsible for and those that s/he comes into contact with both within the school and outside the school in an educational setting.
2. Prepare, deliver, review and evaluate the aspects of the curriculum for which responsibility as a class teacher has been agreed in accordance with the scheme of work and other curriculum documentation and as required by the appropriate senior members of the subject or department in which that teaching takes place.
3. Collaborate with colleagues to develop appropriate syllabuses, teaching materials and schemes of work.
4. Maintain records of the progress, attendance and achievement of assigned students in accordance with the agreed assessment policies.
5. Provide reports on individual students as required.
6. Attend departmental and other staff meetings as may reasonably be required by school policies and within directed time.
7. Maintain good order and an attractive environment in teaching spaces used, and to report any defects or problems concerning buildings, fittings and equipment, or Health and Safety matters.
8. Undertake organisational and administrative functions in the subject departments in which classes have been allocated as agreed with the head of department after consultation.
9. Act as a form tutor when required, and to undertake the tasks assigned to that role or such equivalent tasks as may be required.
10. Participate in meetings with parents related to the responsibilities of a teacher as may reasonably be required within directed time.
11. Take a reasonable part in the cover system of the school in line with the National Workload Agreement.
12. As an aid to good discipline and a gesture of good will, teaching staff are requested to carry out duties which require the skills and professional judgement of a teacher, including break-time duties, after-school duties, bus duty, detentions and registration.
13. Carry out an equitable share of supervisory duties in accordance with published rosters under the direction of the duty team leaders.
14. Take part in staff development and in-service training programmes.
15. Participate in the agreed process for appraisal and performance management
16. Be a member of a School House and to carry out related duties.

PART THREE: RESPONSIBILITIES OF FORM TUTORS

Most staff will be Form Tutors or will be required to cover for absent Form Tutors. The role is a most responsible one and vital both to the efficient running of the school and successful pastoral care. For this aspect of work, a teacher is accountable to the Head of Year.

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Head of Year, the Asst Head (Care, Guidance and Support), a Deputy Head or, through them, even to an outside agency. It is through daily contact that unobtrusive care is exercised.

The main functions and responsibilities of the Form Tutor are:

1. Registration and routine business

Responsible for the accurate daily completion of the Register (an important legal document) and for seeing that all information kept in the Register is maintained up to date. Other returns of a routine nature should be dealt with as required, as well as the distribution of information to parents. All absence must be accounted for by notes and any not so covered should be reported to the Head of Year, in accordance with the Attendance Policy.

2. Reports and records

Referring any information of a confidential nature to the Head of Year, Asst Head (Care, Guidance and Support) or Deputy Heads. Commenting on Reports and Tutor trackers and covering aspects of achievement and personality which are not covered by academic reports. Participate in arrangements for completing Progress Files for students in your group.

3. References and special reports

Prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.

4. Personal appearance, uniform and conduct

Monitor the personal appearance, uniform and behaviour of your students and ensure that high standards are maintained.

5. Student planners/diaries

Check and initial Student Planners/Diaries regularly and discuss their contents with students.

6. Tutor group time

This time should be used purposefully and profitably. The periods may be used for a variety of purposes including the above points and in addition: individual discussions, target-setting, appropriate activities as per flow of the year, group discussions around the suggested themes, appropriate advice and guidance.

7. Assemblies

Attend assemblies with your Form, sit with your Form and supervise their movement from base to the place of assembly.

8. Pastoral team meetings

In accordance with the calendar, attend meetings chaired by the Head of Year.

9. Relations with parents/carers

It is hoped that parents/carers would see Form Tutors at Parents' Evenings, Target Setting Day, and, whenever possible, Form Tutors will be involved when parents/carers visit the school at other times. Form Tutors are encouraged to foster good home-school relationships but are advised not to contact parents/carers without prior reference to the Head of Year.

PART FOUR: ADDITIONAL RESPONSIBILITIES

Name:

Title/Role (for these responsibilities): Head of Department for PE

Reporting to: Leadership Team Link

Staff responsible for: All staff within the Department

Date responsibilities commenced: Easter 2025

TLR payment level: TLR 1.1 (£9,272 p.a.)

Summary:

- Lead, manage and develop the subject/curriculum area:
The post-holder has overall responsibility for the development and standards of teaching and learning at Key Stages 3, 4 and 5 within the department, ensuring that students are positively encouraged to develop their potential to the full.
- Drive continuous improvement in teaching within the subject, raising standards and producing the highest levels of student achievement where each student is motivated to reach his/her full potential.
- Lead, manage and deploy teaching/support staff and financial resources within the department.
- Foster a lively, enthusiastic and collaborative atmosphere within the department for both students and staff.
- Contribute to the formulation of the school's aims and policies and ensure that they are translated into action in the classroom.

Key responsibilities

(a) Teaching, Learning and Curriculum:

- Accountable for the delivery of the subject.
- Develop courses, plan, implement and review the curriculum within the framework of the National Curriculum or exam syllabus and liaise with the Deputy Headteacher, Leadership Team and other HoDs to ensure it is an appropriate, inclusive, high quality, innovative curriculum programme, in line with and enhancing the school's development plan.
- Ensure that the teaching within the department has both consistency of purpose and practice through the development and regular revision, in consultation with staff in the department, of a Scheme of Work, to include:
 - a) the aims of teaching the subject and the objectives for student attainment across the age and ability ranges and the methods by which the achievement of these objectives will be monitored.
 - b) an outline of the content of the subject at each age and ability level and of recommended teaching strategies.
 - c) the definition of a common policy relating to the reception and marking of students' work and methods by which the implementation of this policy will be monitored.
 - d) the department's policy on internal assessment procedures and on any national system of assessment which may be introduced.

- Quality assure teaching and learning to ensure the full needs of all students are met through effective differentiation in both planning and delivery.
- Maintain good discipline and offer advice and/or support to staff experiencing difficulties in this area by applying suitable sanctions or, in cases of serious or repeated indiscipline, referring to the appropriate Head of House or Leadership Team member.
- Liaise with Heads of Houses and SENCO to ensure a coordinated approach to learning support for each student
- Organise A level, GCSE and other examination entries with the Exams Officer.
- Keep up to date with national developments in the subject including teaching methodologies
- Support the implementation of the Information Technology policy and the development of eLearning within the department and liaise with the leader for eLearning to ensure ICT enhances student learning.
- Establish a shared vision for the department and work with staff to ensure that teaching reflects the school's ethos and aims
- Lead departmental self-evaluation, reviews, health checks and improvement planning.
- Monitor and review standards and achievement of all students at all Key Stages within the department, taking actions and leading initiatives to raise achievements across the department.
- Lead the development of high quality, learning centred policies, practices and schemes of work which:
 - ensure continuity and progression for the learning of all students, actively planning for all student groups and managing specific intervention processes as appropriate.
 - meet the requirements of the National Curriculum and/or exam syllabus
 - ensure methods of assessment (incorporating AFL techniques) recording and reporting improve student learning and achievement
- Day-to-day:
 - Hold regular team meetings and notify Leadership group of actions
 - Maintain quality Departmental procedures
 - Contribute to the direction of the wider school curriculum
 - Engage in and encourage innovation
 - Implement and operate all school policies in the department
 - Liaise with Leadership Team in all matters concerned with the timetable and curriculum.
 - Ensure appropriate delivery of lessons in all departmental classrooms, including where cover is required.

**(b)
Operational/
Strategic**

(c) Staff

- Set expectations for staff and students, in the context of school policies, and help them to achieve those standards in relation to:
 - working practices and relationships with students, including the management of behaviour for learning
 - working practices and relationships with staff, including team working and mutual support

- Maintain effective supervision of the teaching and learning within the department and seek constantly to improve these by:
 - encouraging the professional development of staff within the department.
 - being conversant with the current teaching styles of all who teach within the department.
 - working in a supportive way with staff to appraise their present performance and identify future goals.
 - ensuring efficient communications within the department including specified meetings and the use of training days.
 - encouraging improvement and innovation.
- Ensure regular appraisal/performance management reviews for all staff within the department and help to identify and respond to the professional learning needs of staff and contribute to the assessment of staff performance in support of their progression based on sound evidence
- Provide induction, support and training for staff into the department and trainee teachers, monitoring the work of newly qualified teachers and supervision of students on teaching practice.
- Develop effective working relationships with LT, other HoDs and staff
- Ensure that the department offers an effective first line of support for staff, in student disciplinary matters, in accordance with whole school disciplinary procedures
- Participate in recruitment and selection
- Act as a positive role model for staff on a day-to-day basis.
- Represent the department in all matters within the school related to the curriculum within Middle Leader meetings and report back on the business of these meetings and full staff meetings.
- Ensure effective collaboration with staff, parents and students
- Chair regular departmental, collaborative planning and other meetings within the directed time budget.
- Liaise and work with partner schools, HEIs, Examination Boards and other relevant external agencies
- Liaise with partner primary schools to ensure continuity and progression from KS2 to KS3
- Co-operate in developing links with partner middle schools, 16+ centres and local employers.
- Present the work of the department and inform and engage parents, governors, visitors and the community in Parents' Evenings, Open Evenings and other events.

(d) Communication

(e) Resources

- Ensure the effective management of accommodation and learning resources including ICT
- Deploy staff effectively and appropriately
- Set priorities for expenditure and manage budgets in line with improvement plans. Requisition resources within the department's allocation and keep an accurate record of expenditure.
- Ensure that the stock and equipment are well cared for, controlled and economically used.

(f) Other Specific Responsibilities

- Take all reasonable measures to ensure a safe, attractive, and stimulating learning environment in all rooms used by the department by encouraging the display of students' work and the proper use and care by staff and students of all equipment and fittings, cooperating on all matters relating to Health and Safety.
- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

(g) Department Specific Responsibilities

To be agreed with the successful applicant.

This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job role.

SUPPORT PROGRAMME FOR NEW STAFF

Staff Welfare

Promoting staff wellbeing is considered highly important at Myton; the school has a very proactive Wellbeing group that is involved in ensuring the welfare of staff through activities such as Well Being events, providing “breads and spreads” in the Staff Room, offering Flu- vaccinations on site and liaising with the senior leadership team on matters such as the school calendar to ensure workload is managed.

There is also a team of trained staff listeners, who can be available at a mutually convenient time, to have non-judgmental and supportive conversations on a one to one basis to support colleagues.

We also subscribe to Westfield Health providing staff with free information, support and advice, including telephone or face to face counselling.

Mentors and Buddies

All new staff will be ‘buddied’ with a friendly face in school. This person will be a carefully selected volunteer who will have your interests at heart. They will be a point of contact within your department or area in school and will be able to take you through some of the school systems and procedures on a one-to-one basis. They will also ensure that you are able to access the right training and people to ensure your induction is completed.

Early Career Teachers (ECTs):

You will have access to professional dedicated support throughout your first two years of teaching through the ECF. The school and our approving body (Warwickshire LA) have drawn up a detailed policy outlining your entitlement and have ensured that procedures exist at all levels to provide appropriate and effective support where and when needed.

ECTs will have an ECT Mentor to guide them through the programme of professional development through the two years and department buddies and subject specialists will provide subject support in their areas of specialism. Our Induction Tutor will also work closely with your Subject Mentor to ensure you are receiving the support you require.

They will discuss your training needs with you regularly with dedicated weekly support with regular drop-in/surgery slots for discussion and support with aspects of teaching and learning, for example marking and feedback. Additional peer support sessions in school will aim to provide additional guidance/support to complete your weekly training activities as part of the ECF as you progress through the ECT programme. You will receive regular feedback through observations of your classroom teaching and learning walks to facilitate development of your pedagogy and professional practices, both through department and mentor guidance. As part of the assessment process, required by the Warwickshire LA, a statutory online report to the Local Authority is managed by the work of the Induction Tutor at the end of each term.

Training, support and assessment

Your Induction training will include the important basics including Safeguarding and Child Protection, Health and Safety, Data Protection and if appropriate, relevant software. In addition, there is a comprehensive annual programme of Twilight training sessions and all staff are invited to participate in any whole school training activities that they feel are appropriate to their needs.

All staff participate in an annual review process which provides an opportunity for an in-depth discussion with the line manager to agree work objectives and areas for future support as well as appropriate training and development.

The school is committed to providing the best possible professional support for **all newly appointed colleagues** Including regular monitoring, feedback and support.