



**APPLICATION PACK:**

**TEACHER OF BOYS PE**



## Teacher of Boys PE

### Benefits to joining The Cowplain School:

- A chance to work at a good and improving school with friendly children and supportive colleagues
- Superb NQT induction programme, recognised as 'excellent' by Hampshire County Council
- Training programme from completion of PGCE or equivalent course and payment from that date and over summer holidays
- A Professional Learning programme led by staff
- Clear progression and promotion opportunities
- Staff laptop for every colleague
- Active wellbeing and social committee

**Start date:** September 2021

The Cowplain School is seeking to appoint a skilled and inspirational Teacher of Boys PE who forms effective relationships with students, parents and colleagues and has the skills and drive to ensure our students receive the best possible learning opportunities. A willingness to teach an additional subject would be an advantage.

We are extremely ambitious for our 890 students and have a strong vision to ensure that the life-chances of every young person are enhanced by quality teaching, leading to excellent outcomes. Having secured a 'Good' OFSTED in July 2018 we are now looking for staff who can take us to 'Outstanding.'

We offer all members of staff a full induction programme and significant opportunities to develop their expertise. Colleagues at the school work together to support each other and we have an active wellbeing committee.

**The closing date for receipt of applications is midday on Thursday 20<sup>th</sup> May 2021.**

*The Academy reserves the right to interview earlier should suitable candidates apply.*

*The Cowplain School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.*



### **Join us on our journey to outstanding!**

Thank you for your interest in the post of Teacher of Boys PE at The Cowplain School. I sincerely hope that you will continue your application and wanted to share with you a few words that I hope will convince you to apply.

This is an exciting time to be joining the school; I took up the post of Headteacher on May 1<sup>st</sup> 2013 and am looking for an outstanding teacher of PE to join myself; a superb leadership team; the Head of PE; a committed staff and a knowledgeable governing body to take the school forward.

I know that applying for a new position is a big decision so I thought it would be useful to explain why I think The Cowplain School is the right choice for your career.

Firstly, the school is part of a community that values it and parents and students enjoy attending Cowplain and are very proud of it.

Secondly, the school provides a caring and inclusive environment that values each child. Staff are committed to ensuring the best outcomes for those that they teach or work with and there is a very positive feeling and ethos in the school which I am determined to maintain.

Thirdly, we have an exciting challenge ahead of us to raise the standards of attainment and achievement in the school. Results have already improved dramatically but they need to improve further and I am looking for teachers who can raise standards in PE. I am extremely ambitious for the school and its students and require staff who share this ambition. I hope you are confident in your ability and, even if you are a PGCE student applying for your first post, I need you to have the ambition to be a great PE teacher in a great department!

You may not be there yet, but we need you to have the potential to be delivering excellent provision very quickly! We are committed to helping you do this and will work with you all the way to develop your expertise. It is also worth noting that many colleagues who have joined us have gained promotion and assumed leadership positions both with The Cowplain School and others; we are especially pleased that our NQT programme has been recognised as excellent and many of our NQTs have seen their careers progress very quickly.

The desire to accept the challenge should, I trust, be one that inspires and motivates you to apply. If you are successful, I can offer you the chance to play a big part in the continued and future success of The Cowplain School; not just in teaching and developing PE within the school, but also through the chance to enhance the whole school experience for each child.

For more information about the school, please consult our website [www.cowplainschool.co.uk](http://www.cowplainschool.co.uk). To receive more information, arrange a visit or ask any questions that may inform your application, please contact Mrs Amanda Simmons, PA to the Headteacher:

[a.simmons@cowplainschool.co.uk](mailto:a.simmons@cowplainschool.co.uk)

Once again, thank you for your interest in the post.

Ian Gates  
Headteacher



## **Information for applicants**

**Salary:** Salary commensurate with experience.

If you wish to apply for this post you will need to return a fully completed The Cowplain School application form to Mrs Amanda Simmons, PA to the Headteacher, via email on [a.simmons@cowplainschool.co.uk](mailto:a.simmons@cowplainschool.co.uk) or post to:

Mrs A Simmons  
PA to the Headteacher  
The Cowplain School  
Hart Plain Avenue  
Cowplain  
Waterlooville  
Hants  
PO8 8RY

**The closing date for receipt of applications is midday on Thursday 20<sup>th</sup> May 2021.**

*The Academy reserves the right to interview earlier should suitable candidates apply.*

*The Cowplain School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.*



## **PE Department Details**

As of September 2021 we will be a Department of four full-time PE teachers and one part-time PE teacher.

The facilities at the school include a well-equipped Gymnasium, a large Sports Hall, a full sized rubber crumb artificial football pitch, which has been recently updated, and a multi-use games area with netball and tennis courts.

In Key Stage 3 students are taught a variety of sports including football, hockey, handball, netball, rugby, gymnastics, badminton, basketball, athletics, tennis and striking and fielding activities.

In Key Stage 4 students are taught a variety of sports including: football, hockey, handball, ultimate frisbee, netball, rugby, gymnastics, badminton, basketball, athletics, tennis and striking and fielding activities.

We offer OCR GCSE PE and VCERT sport qualifications, which are popular choices with students as part of their options; these are studied across two years from the start of Year 10 with students studying a foundation year in Year 9.

A strong commitment to extra-curricular activities is important as we aim to provide the students with a range of different sports to take part in and have previously shown strengths in Netball and Football in particular.

We are a strong team who complement one another and who are very mutually supportive. Our team approach has positive effects both on the work that we do and in the way in which the students perceive and respond to PE. If you are highly motivated and driven to provide the best quality PE possible then we would love to hear from you.

Adrian Kling-Moger  
Head of PE



## TEACHER OF PE

The teacher is responsible to the Headteacher in all matters, and to the Head of PE in respect of curriculum and timetable matters.

### **SPECIFIC RESPONSIBILITIES INCLUDE:**

#### **1. Set high expectations which inspire, motivate and challenge students**

- a) establish a safe and stimulating environment for students, rooted in mutual respect
- b) set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected for students

#### **2. Promote good progress and outcomes by students**

- a) be accountable for students' attainment, progress and outcomes
- b) be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- c) guide students to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- e) encourage students to take a responsible and conscientious attitude to their own work and study

#### **3. Demonstrate good subject and curriculum knowledge**

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

#### **4. Plan and teach well-structured lessons**

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding students have acquired
- d) reflect systematically on the effectiveness of lessons and approaches to teaching
- e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **5. Adapt teaching to respond to the strengths and needs of all students**

- a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- d) have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them

**6. Make accurate and productive use of assessment**

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory requirements
- b) make use of formative and summative assessment to secure students' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the college, in accordance with the college's behaviour policy
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- d) maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

**8. Fulfil wider professional responsibilities**

- a) make a positive contribution to the wider life and ethos of the college
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to students' achievements and well being

**9. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- a) treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b) having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- c) showing tolerance of and respect for the rights of others
- d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e) ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

**10. Demonstrate proper and professional regard for ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality**

**11. Demonstrate an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**

**GENERAL RESPONSIBILITIES INCLUDE:**

- a) Being a Tutor to an assigned Tutor Group and to carry out related duties in accordance with the general job description of Form Tutor.
- b) Carrying out a share of supervisory duties in accordance with published schedules.
- c) Participating in appropriate meetings with colleagues and parents relative to the above duties.