



# Teacher of Girls PE with PSHE

Full Time MPS/UPS (ECTs/Experienced staff) Maternity Cover 1 September 2024





**Interim  
Headteacher**

Sophie Webster

Thank you for discovering more about the post of Teacher of Girls PE (maternity cover) at NGHS. We welcome applications from ECTs for whom coaching and support will be provided, as well as experienced teachers.

The PE and PSHE Faculty is a very experienced and supportive team, and the subject is very popular with students. Every student in KS3, 4 and 5 has timetabled PE lessons and there are also a vast array of extra-curricular clubs, with the sports teams regularly representing the school at fixtures.

I have been at the school for 3 years having been initially appointed as Deputy Headteacher, and I'm currently in the post of Interim Headteacher for the Summer term. It is a privilege to be part of a school with such enthusiastic, intelligent and caring students, and a truly dedicated and supportive staff. We are very much a **family** and a **team** at NGHS; my colleagues work exceptionally hard to help each student to achieve their potential and they also support each other. We take staff wellbeing extremely seriously and our Wellbeing Charter is included in this pack to show you what we do.

NGHS is an outstanding girls' grammar school. We were inspected by Ofsted in November 2022 and the school was judged outstanding in every category, placing us in the top 3% of schools. [Please read the report here](#); you will see why I am so proud of our staff and students. We are also the 2020 West Midlands Secondary School of the Year and have recently won a number of accolades rewarding our work in supporting Mental Health, Holocaust Education, the Be Kind Award and the AcSEED Award.

Our governing body is incredibly supportive and experienced. Their ambition for the school keeps us on our toes, but they are passionate about enhancing opportunities for all. The school is financially secure and we have been successful twice within four years for government-funded expansions. We are heavily oversubscribed and hold an annual entrance test. The sixth form is also full and we welcome new students from a number of high schools as well, of course, as our own Year 11s.

Opportunities like this do not arise very often, so I wish you every success with your application. If you'd like to speak to me prior to applying, please contact [jobs@nghs.org.uk](mailto:jobs@nghs.org.uk) or call us on 01952 797550. I sincerely hope that you will apply. I know how much time it takes to complete an application and thank you in advance for ensuring that it is with us by the deadline.

The closing date is Monday 20 May at 12pm.



## The Curriculum

The curriculum is divided into 50 fortnightly periods, although weeks A and B are very similar. As you might expect in a selective school, our curriculum is unashamedly academic and all KS3 students study both French and German as well as Biology, Chemistry and Physics as discrete subjects. All girls have a weekly PSHE lesson and two PE lessons.

GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by Ofsted in 2019 and they agreed with our view that this model best suited our students. Year 9 students study four options (to include at least one MFL, a humanity, a practical subject and one other choice). This selection is then reduced by one in Year 10. We teach GCSE courses thoroughly with a particular focus on greater depth and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications.

About 75% of our own Year 11s stay on into NGHS Sixth Form and we receive applications from girls in other schools. There are 125 students in the current Year 12 and 95 in Year 13; demonstrating our increasing popularity. There are over 20 A-level choices and EPQ, AS PE or Core Maths as an extension course with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with well-being. Most take 3 A-levels and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level with an extra practical hour for the sciences.

## Staff Development

Our colleagues are our most valued resource. The majority of NGHS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Most staff are on UPS and contribute to the work of their faculty with similar subjects grouped together (e.g. Maths & Computing). Most staff are form tutors. Recent appointments have included ECTs and a teacher with 25 years experience. We always strive to appoint the best candidate for the post regardless of salary.

Opportunities for professional development have been largely exam-board specific in recent years, but the school now utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. We are coming to the end of a three-year T&L focus on Rosenshine's Principles of Instruction.

There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together. Examples include responding to Ofsted inspections and navigating the Covid19 lockdowns very successfully with minimal lost learning.

## Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, we are especially proud of our pastoral system. Heads of Year are all teachers but are supported by non-teaching staff. Our form groups are largely based around our fabulous House system and some are shared e.g. Y7-8 and Y12-13.

Our pastoral team was further enhanced in 2018 by the appointment of two non-teaching Well-being Officers (one for Years 7-10 and one for Years 11-13). Both support students and staff to stay fit and well, physically and mentally, and liaise with outside agencies. We also have two Counsellors and a Pastoral Administrator who oversees medical provision as necessary.

Attendance settles annually at around 97% across NGHS. The school is back to pre-pandemic levels of attendance. Holiday absences are strongly discouraged in almost all cases.

There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years.

Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular with nearly all students completing Bronze Award in Year 9.

# FACULTY OVERVIEW

**Head of Faculty:** Ms R Saunders

## Faculty Vision

The PE & PSHE Faculty prides itself on giving students as many opportunities to be creative, competitive, co-operative and to face challenges as individuals, in small groups or larger teams. Students are challenged to think in different ways to suit the different challenges. Students experience a wide variety of sports allowing them to initially develop the core skills needed to progress in all sports covered. Advanced skills along with tactics and strategies are then introduced to further develop students' ability and confidence. At the core of our curriculum is the ethos of sportsmanship, ensuring that when students leave school they display these characteristics within society.

In PE, all colleagues teach across the full Year 7-13 range and are experienced in teaching this subject. The Faculty also provides extensive opportunities to students during lunchtime with a variety of sports taking place and competitive fixtures after school.

## Faculty Curriculum & Enrichment

Over the course of their PE lessons, students will continue to build on their skills. They will become familiar with a range of sport specific terminology, and as they progress through each sport and develop their skill set, knowledge of tactics and strategies, and their understanding of rules and regulations they will be expected to use specific terminology. Students will also have opportunities to take on coaching and umpiring roles developing their knowledge of the sport further. Students have two timetabled PE lessons each week in

KS3 and 4. In Year 12 and 13, all students participate in one hour of core PE and students have the option of studying AS PE alongside their 3 A-Levels. For AS PE, students study the AQA specification which comprises three sections: Physiological factors affecting performance, Psychological and socio-cultural themes in education and their performance in physical education.

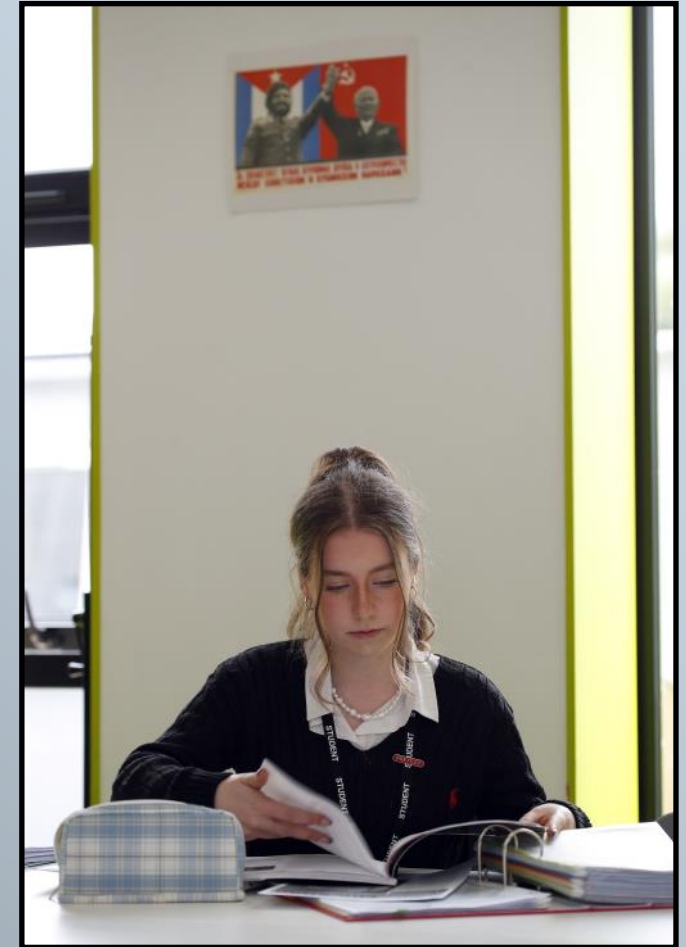
Outside of lessons, students have the opportunity to attend many extra-curricular clubs that happen during lunchtime and after school. For certain sports there will be local league, cup and tournament competitions for which students can represent the school. The school also has external coaching sessions for some sports, such as netball, fencing and karate. We also offer a range of trips to all year groups, including netball and football residential.

## Staffing

The faculty is well staffed by experienced teachers. The department also teach the PSHE curriculum to different year groups in the school. Colleagues in PE also deliver AS PE in sixth form. A number of colleagues who teach PE also hold wider responsibilities as pastoral leaders and SLT.

## More Information

If you have any specific questions about the faculty, please contact the Head of Faculty, Ms Rachel Saunders via [jobs@nghs.org.uk](mailto:jobs@nghs.org.uk).



# NGHS IN ACTION



Clockwise

World Mental Health Day is recognised annually with our SLT and Pastoral Leaders going very yellow this year. All Year 12 students benefit from a Liverpool Residential each year to aid their transition to Sixth Form. We have very talented sportswomen with regular wins in local and regional finals. Here is our winning badminton squad. There is a real sense of friendship and camaraderie between students at NGHS. Computing challenges are very popular with students and we frequently win awards! Many girls are engaged in iDEA.



# JOB DESCRIPTION—TEACHER

## **Responsible To:**

Head of Faculty

## **TEACHING AND LEARNING**

- ⇒ To manage student learning through effective teaching in accordance with the department's schemes of work and policies.
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- ⇒ To ensure continuity, progression and cohesiveness in all teaching.
- ⇒ To develop teaching resources, particularly with regard to the differentiation for pupils of different abilities, and the increased use of ICT.
- ⇒ To use a variety of methods and approaches (including differentiation) to match curricular objectives to a range of student needs, and ensure equal opportunities for all students.
- ⇒ To seek to care for and develop the teaching and learning environment, paying due regard to the display of students' work.
- ⇒ To set homework regularly, (in accordance with the School Homework Policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- ⇒ To work effectively as a member of the subject team to improve the quality of teaching and learning.
- ⇒ To engage with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons and to update pupil SEND records as necessary.
- ⇒ To use positive management of behaviour to create an environment of mutual respect which enables students to feel safe and secure and which promotes their self-esteem.

## **MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY**

- ⇒ To assess students' work systematically and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To give students' regular feedback, both orally and through accurate marking (in accordance with the School Marking Policy) and encourage students to respond to feedback.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- ⇒ To meet with parents at Parents Evenings and to write reports to parents as per the published reporting schedule.
- ⇒ To participate in arrangements for preparing pupils for public examinations and assessing pupils for the purposes of such examinations.
- ⇒ To record and report such assessments.

## **SUBJECT KNOWLEDGE**

- ⇒ To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- ⇒ To keep up to date with research and developments in pedagogy and the subject area.
- ⇒ To promote high standards of education and the value of scholarship and encourage students to take a responsible and conscientious attitude to their own work and study

## **PASTORAL RESPONSIBILITY**

- ⇒ Every subject teacher will be expected to have pastoral responsibilities, usually including the role of form tutor (shared if part time).

## **PROFESSIONAL STANDARDS**

- ⇒ To be a role model to students through personal presentation and professional conduct.
- ⇒ To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable under the Rarely Cover policy.
- ⇒ To co-operate with the Headteacher in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- ⇒ To be familiar with the School and Department handbooks and support all the School's policies.
- ⇒ To establish effective working relationships with professional colleagues and associate staff.
- ⇒ To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- ⇒ To be involved in extra-curricular activities such as making a contribution to clubs and visits.
- ⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.

*This job description should be read in conjunction with the National Teacher Standards*

# PERSON SPECIFICATION— TEACHER



| Area                          | Essential   | Desirable  |
|-------------------------------|---|--|
| <b>Qualifications</b>         | <ul style="list-style-type: none"> <li>i. Strong A-level results or equivalent</li> <li>ii. Degree in Sports/PE or related discipline</li> <li>iii. QTS/PGCE or other route into teaching</li> </ul>  | <ul style="list-style-type: none"> <li>iv. First/2:1 degree result</li> <li>v. Additional qualifications relevant to post</li> </ul>   |
| <b>Experience</b>             | <ul style="list-style-type: none"> <li>i. Successful teaching in current school or on ECT placement (where appropriate)</li> <li>ii. Recent CPD or relevant training</li> <li>iii. Involvement in extra-curricular activities in subject and/or wider school life</li> </ul>  | <ul style="list-style-type: none"> <li>iv. Teaching in a high achieving school</li> <li>v. Teaching in an good/outstanding school</li> </ul>   |
| <b>Knowledge &amp; Skills</b> | <ul style="list-style-type: none"> <li>i. Knowledge of best practice to teach a range of sports</li> <li>ii. Knowledge of best practice in assessment</li> <li>iii. Interest and ability to stretch and challenge able girls</li> <li>iv. Knowledge of how to capture the interest and imagination of pupils in PE</li> </ul>   | <ul style="list-style-type: none"> <li>v. Knowledge of Rosenshine's Principles of Instruction</li> </ul>   |
| <b>Qualities</b>              | <ul style="list-style-type: none"> <li>i. Belief in sustaining high standards of excellence</li> <li>ii. Team player within a faculty and house/year pastoral team</li> <li>iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives</li> <li>iv. Willingness to support students as form tutor</li> <li>v. High standards in dress, attendance and punctuality</li> <li>vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS.</li> <li>vii. Sense of Humour!</li> </ul> | <ul style="list-style-type: none"> <li>viii. Knowledge of issues facing girls in a single-sex, high achieving environment</li> <li>ix. Commitment to wider aspects of school life in particular PE extra-curricular activities such as fixtures</li> </ul> |

# STAFF WELL-BEING CHARTER

The Trustees, Headteacher and SLT take the well-being of all staff very seriously. The Charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

- |   |  |   |
|---|--|---|
|  A Staff Well-being Committee which meets termly                       |  Complimentary tea, coffee, sugar and milk in the staffroom   |  Staff Menopause Ambassador with appropriate support for all                                 |
|  A buddy for new staff who join NGHS for their first year              |  Counselling service free to all staff both in-house and externally   |  Golden Space in the Car Park; awarded weekly on rotation!                                   |
|  An annual flu jab for all staff available upon request each winter    |  Greater PPA time than national and no mainstream cover   |  Measured approach to lesson observation, drop-ins and good practice weeks                   |
|  Calendared wellbeing weeks with no evening meetings/events            |  Childcare vouchers scheme for those who have children in regular day care                                  |  Annually reviewed Workload Policy; designed by staff for staff to support reducing workload |
|  Deadlines well publicised and annual calendar consultation           |  Staff social evening each term - let your hair down and relax   |  Communications policy which protects time outside of school day                            |
|  No student or class data collected for data's sake                  |  A flexible and generous approach to family appointments, children's events, nativities, sports days etc. |  SLT Open Door Policy at all times including urgent email for non-school days              |
|  Dedicated marking afternoon for all staff during internal exam week |  Complimentary Christmas Dinner for all staff each year   |  Cake, laughter & friendship in the staffroom  |
|  Dedicated classroom wherever possible for all teaching staff        |  Thank You Friday reward scheme for staff to share appreciation of colleagues                             |  A firm commitment to the current DFE Staff Wellbeing Charter                              |





Please complete the application form including the supporting statement (section 6), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. NGHS is an equal opportunities employer. We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race, religion or belief. We particularly welcome applications from colleagues from under-represented backgrounds. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad and social media account checks.

Informal discussions about the post via Microsoft Teams can be arranged.

Completed application forms should be emailed to [jobs@nghs.org.uk](mailto:jobs@nghs.org.uk) no later than **Monday 20 May at 12pm**. Referees must include your current or most recent Headteacher. Letters of application should be addressed to our Interim Headteacher, Miss S Webster. We regret we cannot provide feedback on applications, which are not shortlisted.

CVs are unnecessary and will not be accepted. We wish you every success and thank you for your application.