

Haggerston School

Information Pack
Second in Charge of Physical Education
& Outdoor Education
(with responsibility for Girls' PE)



Aspiration | Creativity | Character

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Dear Candidate,

Thank you for expressing an interest in working at Haggerston School. We are a successful inner-city community school, with a very diverse student population. You would be joining us at an exciting stage of our development from a Good to an outstanding school. Our aspiration is to become one of the best schools in the country and you could play a key role in realising that vision and ambition.

We are looking for someone who has drive and energy, optimism and belief in themselves and others. Someone who believes that all children and young people can achieve excellence, given the right educational support and crucially, the highest standards of teaching. You will also bring resilience, determination and a motivation to transform the opportunities of young people in all parts of the community we serve.

Haggerston is a great place to work. There is a warm and supportive culture and staff feel valued because the school invests in their professional development and wellbeing. We focus on developing simple, sustainable systems which staff can execute well and consistently because we feel this is the key to long-term school improvement. We want our staff to be positive and energetic, with a real investment in the school so we believe in fostering a culture of healthy work-life balance and strong professional relationships. You would also be working in a Grade II listed building, designed by Erno Goldfinger, in a vibrant part of London.

If you are interested in finding out more about the opportunity to work at Haggerston School, please visit our website. To apply you will need to complete the application form which can be found at: <https://haggerston.hackney.sch.uk/our-school/recruitment/> by 9:00am on **Friday 13th March 2020**. Alternatively, you can also request and submit your application by email at: recruitment@haggerston.hackney.sch.uk. If you would like any further information or wish to discuss this role, please contact the HR Department on **020 7749 4579** or recruitment@haggerston.hackney.sch.uk.

I look forward to receiving your application.



Yours sincerely,

A handwritten signature in dark ink, which appears to read 'Ciara Emmerson'.

Ciara Emmerson – Headteacher

THE HAGGERSTON WAY - OUR MISSION

Aspiration

We strive to be the best versions of ourselves. We work hard every day to master the knowledge and skills we need to lead successful, fulfilled lives.

Creativity

We create beautiful work to inspire others. We are independent-minded, creative thinkers and problem-solvers.

Character

We are articulate, confident and determined individuals. We work to build the qualities of Resilience, Ambition, Curiosity and Community Spirit.



STAFF REWARDS AND BENEFITS

Incentives:

- Generous **annual leave allowance** for support staff
- **Childcare Vouchers**
- **Cycle-to-Work Scheme**
- **Tech Scheme**
- **Pension Scheme** - Auto-Enrolment into the Local Government & Teachers' Pension Schemes
- **Season Ticket Loan scheme** (to support with travel expenses)

Professional Development:

- **Performance Appraisal** process enables tailored, personalised professional development
- Access to high quality in-house and external **professional training, including NPQML/SL & NPQH**
- **Annual programme of Leadership development opportunities**, including Leadership lectures and coaching
- Support to complete further academic study and professional qualifications
- Two INSET days per year devoted to **curriculum planning time** in faculties

Lifestyle & Wellbeing:

- **Health and Wellbeing weeks** - three meeting-free weeks over the course of the year, which include wellbeing events for staff such as yoga, massages and mindfulness classes
- **Healthy Eating Options** - subsidised meals available from the canteen and a designated staff coffee shop selling healthy sandwiches, hot and cold drinks, cakes and pastries
- **Parking** - Onsite car parking facilities and bike sheds
- **Staff counselling service** - Aspace provide a professional service free of charge to staff
- **Occupational Health Service** - Medigold Health provide free health advice and support to staff
- **Access to school 3G pitch** - Staff football after school on Fridays
- **CSSC Sports and Leisure (Civil Service Sports Council)** - Staff are eligible to join for £4.25 per month and gain access to Free Entry to English Heritage sites for the member and family, half price cinema tickets, 2 for 1 Tastecard for use in a range of restaurants, 50% off theme park entry
- **Free annual Flu Vaccination available**

EQUALITY & DIVERSITY - ACTIVELY BUILDING OPPORTUNITIES FOR ALL

Haggerston is a diverse school community; a strength we celebrate and promote. We are committed to equality of opportunity for all members of the School Community and recognise our duty under the law to oppose all forms of discrimination, including on the basis of disability, gender, pregnancy and maternity, religion or belief, sexual orientation and marital or civil partnership status. We oppose all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. These beliefs are fundamental to how we think and operate as a school, our commitment to principled leadership, and to the values we teach our students.

We ensure that all policies and practices comply with the public sector equality duty set out in section 149 of the Equality Act 2010. However, we want to go further than meeting our statutory duty. In recognition of the lack of diversity in leadership across the education sector and beyond, we seek to provide opportunities for career development for all staff, including those who are often under-represented, such as women, black and ethnic minority leaders. There are some practical steps we can take to support this, such as welcoming applications from staff proposing job shares, looking favourably upon flexible working and part time requests and providing a range of leadership opportunities within school, such as leadership lectures (including from successful female, black and ethnic minority leaders). We are conscious in our recruitment process to mitigate against unconscious bias and seek, wherever possible to have diverse recruitment panels.

SAFEGUARDING

Haggerston School is committed to Safeguarding Children; we have no higher duty than to ensure student safety and wellbeing, educating students so that they can lead successful fulfilling lives. It is a responsibility shared by all staff, governors and those who visit our school.

We also work with parents, carers, local and national agencies to address concerns and keep children safe from harm and exploitation.

In executing these duties, we undertake to:

- Train all staff (including temporary staff) to develop their understanding of how to recognise the signs and indicators of abuse, to know how to respond to a child who discloses abuse and recognise signs of vulnerability to radicalisation or extremism
- Support staff who have dealt with issues around abuse
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Encourage the development of self-esteem and resilience
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Ensure there is a member of staff designated for the support of 'Children in Care'

- Include opportunities in the PSHE curriculum for children to develop the knowledge needed to recognise and stay safe from abuse
- Regularly review and update our procedures, policies and practices
- Work with parents and carers in partnership to create positive relationships that safeguard children and support families
- Work with agencies to share information and support families
- Ensure robust safer recruitment processes are in place at all times, including for temporary staff and visitors to the school site.



JOB DESCRIPTION

POST TITLE:	Second in Charge (2iC) of Physical Education & Outdoor Education (with responsibility for Girls' PE)
STATUS:	Permanent, Full Time
SCALE:	Main / Upper Pay Range + TLR1a
LINE MANAGER:	Head of Physical Education

To provide professional leadership and management of the PE team. To support and develop the team and to hold team members accountable for student progress. To manage, lead and develop the curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.

In addition to the duties set out in the "School Teacher Pay and Conditions of Service" document and the Job Description for classroom teachers, this post carries with it the following responsibilities in the first instance:

DUTIES AND RESPONSIBILITIES

Principal Accountabilities: in addition to general teaching responsibilities

- To agree, monitor and evaluate the students' progress targets, making a measurable contribution to whole school targets.
- To contribute positively to Faculty Improvement Plans.
- To contribute towards and develop the faculty vision and values.
- To model best practice in terms of teaching and professional conduct.
- To provide regular feedback for the team in a way that recognises good practice and supports their progress against appraisal objectives.
- To assist the Head of Faculty in the on-going review of the subject area, consistent with the school's self-evaluation procedures.
- To ensure all team members understand and are effectively implementing all aspects of school agreed policy, including the school's behaviour and inclusion policies.
- To oversee and evaluate the Faculty budget allocation to ensure the budget is spent in line with priorities and principles of best value.
- To engage team members in the creation, implementation and improvement of schemes of learning that encapsulate the key school learning strategies.
- To be able to operate as the Head of Faculty in the absence of the Head of Faculty.

General Responsibilities

- To ensure a co-ordinated approach to teaching, learning, assessment and reporting in PE, in line with whole school policies.
- To ensure a coordinated approach to the management of attendance and punctuality to lessons and behaviour in line with faculty and whole school policies.
- To ensure that the team has a consistent approach to work with all students including those on the SEND, EAL and More Able registers and that this is followed up in departmental practices and documentation.
- To renew and develop schemes of learning, which provide for differentiation and emphasise the use of skills and knowledge in preparation for public examinations.

- To maintain the commitment for students to pursue PE post-16, impacting positively on subject uptake at KS5.
- To encourage students to participate in visits and other events as extra-curricular activities.
- To help monitor and evaluate the delivery of the PE curriculum through line management of staff and oversight of students' work and lesson observations.
- To make a major contribution to the School Improvement Plan through whole school and faculty planning and evaluation.
- To work effectively with other PE post holders within the Borough.

Teaching, Learning and Assessment

- To oversee all work within the subject area and ensure that learning experiences offered are appropriate and relevant to their learning needs to ensure good progression for all students.
- To have an overview of the faculty curriculum and provision and contribute to its development and direction
- To continually review and develop the range of learning experiences offered to students.
- To plan, in conjunction with the Head of Faculty, appropriate intervention plans and groups for both individual students and underachieving groups.
- To keep informed of curriculum developments relevant to the subject.
- To ensure that detailed schemes of learning are prepared in line with national and exam board requirements and school policy.
- To ensure that students' work is regularly assessed (including exam entries for PE), progress monitored, underachievers promptly identified.
- To ensure that accurate records of progress are kept and updated frequently by all teachers in the team.
- To regularly moderate assessment procedures to ensure accuracy and consistency of all teachers in the team.
- To ensure any behaviour concerns are dealt with in line with faculty and school policies.
- To develop effective liaison with the Language and Learning Development team.
- To participate in the implementation of cross-curricular links within the Faculty.
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policy.
- To liaise with the appropriate Heads of Learning to ensure that the educational needs of all students are met.
- To liaise with, and assist where appropriate, the Senior Teacher - Assessment, in the conduct of public and internal examinations.

Professional Support

- To give advice and support to other teachers involved in the delivery of PE, in order to facilitate the effective development of the subject throughout the school.
- To maintain a disciplined learning environment within subject areas.
- To support and reinforce procedures and policies set out as a department
- To liaise with Heads of Learning over students causing concern.
- To offer all team members' opportunities, to aid their professional development. Such opportunities should reflect the school's approach to appraisal and include strategies for extending professional experiences, in consultation with the Head of Faculty.
- To ensure that appropriate tasks are set for cover staff.
- To contribute to the preparation and regular update of the PE Handbook.

Communications

- To attend appropriate meetings and to provide opportunities for ideas/information to be fed back to and discussed with all team members.
- To contribute to effective liaison with institutions outside the school.
- To keep team members informed of curriculum developments.
- To liaise with parents, as and when appropriate.

Resources

- To monitor and ensure the allocated capitation is spent appropriately and to keep the Head of Faculty informed of financial needs and spending regarding books/stock.
- To organise and manage stock for examinations.
- To take the lead on organising PE Faculty detentions of 1 hour in length.
- To ensure that the general environment within the PE area is in keeping with Health and Safety procedures and that the furniture requirements and the general environment is kept in good order, reporting any concerns to the person in charge of premises and facilities.
- To liaise with the Head of Faculty over staff deployment and timetabling.

General

- Undertake additional tasks as required from time to time to support the growth and operational requirements of the faculty/team.
- Participate in the regular review of this job description.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies.

PERSON SPECIFICATION

Second in Charge of Physical Education & Outdoor Education
(with responsibility for Girls' PE)

Requirements	Assessment Criteria		
Qualifications:	Interview	Application Form	Lesson Observation
Qualified Teacher Status (or working towards)		•	
Evidence of continuing professional development	•	•	•
Experience:			
Evidence of excellent teaching and classroom management skills	•	•	•
Successful experience of teaching in inner city comprehensive schools.	•	•	•
Successful experience of teaching across the age and ability range	•		•
Successful involvement in planning, implementing and evaluating initiatives to raise achievements	•		•
Management and leadership skills:			
The ability to motivate and lead people	•	•	•
The ability to plan collectively		•	•
The ability to build good relationships with all students and adults		•	•
Professional knowledge and understanding:			
Evidence of excellent knowledge, understanding and enthusiasm for the subject and the capacity to engage students in the learning of the subject	•	•	•

Understanding of transition issues for relevant Key Stages	•	•	•
Understanding of the 14 to 19 curriculum	•	•	
Knowledge and some experience of school self-evaluation	•	•	
The ability to use ICT effectively to support tasks and activities	•	•	•
Behavioural competencies:			
Integrity and the ability to promote and maintain the highest standards in all aspects of the work in the school	•		
Team player with energy, enthusiasm, perseverance and a sense of humour	•		
Genuine interest and passion for young people's education and willingness to contribute to wider school life and ethos	•	•	
Ability to develop and maintain positive relationships with teachers, support staff and parents	•		
Ability to motivate students recognising and responding to the diverse needs of learners	•	•	•
Ability to reflect on own classroom practice to continuously improve and being open to feedback	•	•	
Ability to work independently using initiative and as part of a team contributing to INSETs.	•		
Excellent written skills, as evidenced by application		•	
Excellent organisational and planning skills, encouraging positive collaborative working practices and planning own time effectively	•	•	•
Good communication skills, showing sensitivity and strength	•		•

Mentoring and coaching skills, showing ability to be both constructive and critical	•		
Ability and skills to manage change	•	•	
A commitment to developing curriculum activities within the faculty	•		
A commitment to ongoing regular professional development, undertaking training as required	•	•	
Commitment to the Safeguarding and welfare of all students	•	•	
Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.	•	•	

Second in Charge of Physical Education & Outdoor Education (with responsibility for Girls' PE)

Main / Upper Pay Range + TLR1a, inclusive of Teacher's Inner London Weighting
Job Start: September 2020

We wish to appoint an outstanding and committed Second in Charge of PE & Outdoor Education (with responsibility for Girls' PE) to play a key role in the next phase of our development from a Good to Outstanding School.

Haggerston School was judged 'good' by OFSTED in October 2017. The OFSTED report noted: "Staff have high morale. They are proud to work at the school and feel that leaders support them in a variety of ways. These include providing training to meet their individual needs. Teachers new to the profession value the high-quality mentoring and support that they receive. They also appreciate the career opportunities provided by the school."

You will be an outstanding teacher with the drive and commitment to grow and develop the PE Faculty and make a significant contribution to whole school improvement.

We are looking for someone who:

- is passionate about Physical Education with the ability to inspire students
- has a proved track record of raising achievement and outcomes for students
- can demonstrate excellent teaching and classroom management skills
- has the ability to build good relationships with all students and adults
- has a commitment to developing curriculum activities within PE and Outdoor Education
- can promote and maintain the highest standards in all aspects of the work in the school

We can offer you:

- children and young people who are eager to learn and progress
- staff who are collegiate, committed to their own professional development and to improving outcomes for the students here
- an excellent physical environment recently refurbished and extended under BSF
- a school committed to your professional development
- work in a team where your skills, enthusiasm and hard work will be appreciated

If you are passionate about providing young people with a safe, supportive environment in which to ensure their success, we want to hear from you.

Download an application pack from the school's website or you can request one by contacting the HR Department via e-mail: recruitment@haggerston.hackney.sch.uk

Application forms can also be returned to HR via email.

Application closing date: 9am on Friday 13th March 2020
Interview and Assessment: Wednesday 18th March 2020

Haggerston School is committed to the safeguarding and welfare of young people and expects all staff to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to minimise risk and continuously promote a culture of safeguarding amongst our workforce. All posts within the school are subject to an enhanced DBS check. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.



APPLICATION AND RECRUITMENT PROCESS - EXPLANATORY NOTE

Application Form

- Applications will only be accepted from candidates completing the enclosed application form in full.
- Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.
- The successful applicant will be required to complete an enhanced Disclosure from the Disclosure and Barring Service (formerly known as the Criminal Records Bureau).
- We may seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any safeguarding (child protection) allegations or concerns and, if so, the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although he/she may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you are selected, and possible referral to the police and/or the Disclosure and Barring Service.

Invitation to Interview

- If you are invited to interview this will be conducted in person and will explore any safeguarding issues and suitability to work with children as well as your previous employment record.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received)
- verification of identity and qualifications
- Barred List Check

- a satisfactory enhanced Disclosure and Barring Service check
- where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCSF Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of a probationary period

WARNING

Where a candidate is:

- found to be on the Barred List, or the enhanced Disclosure and Barring Service disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children,

the facts will be reported to the Police and/or the Disclosure and Barring Service.