



Director of Sport, PE & PSHE

Full Time MPS/UPS + TLR2b 1 September 2022





Headteacher
Michael J Scott
BA(Hons) Exon NPQH FRSA

Thank you for downloading our Director of Sport, PE & PSHE pack. Currently our Assistant Head oversees both PE and PSHE within the school but our ongoing expansion necessitates a change of approach from September 2022.

We have a very committed and talented PE staff team at NGHS. This includes our PE Apprentice, who supports and leads group work in lessons. The successful candidate will be a Girls PE specialist who will oversee the teaching and learning of the subject and attend Head of Faculty meetings, working with our other talented middle leaders. Our new postholder will display a firm commitment to extra-curricular sport after school. This includes attending termly meetings of the Telford & Wrekin School Sport Association and a (very) occasional weekend commitment. We seek someone with the skills and experience to oversee whole-school sport provision and lead PE/PSHE in all year groups, rather than a more typical Head of PE, who focuses on leading a staff team. It's an exciting post!

I cannot underestimate the importance we place on physical and mental wellbeing at NGHS. Years 7-11 enjoy two hourly lessons of PE each week, both in and outdoor. The sixth form have PE in Enrichment. We currently also offer AS PE. At KS4, we do not offer GCSE PE, but would happily reintroduce Sports Leaders qualifications with the interest of the new postholder.

PSHE is currently taught by 10-12 colleagues, but we are looking to reduce this to a smaller core team. It is not the timetable 'after-thought', rather we seek to keep material topical, credible and helpful to students. We work with a number of partner organisations and enjoy a visiting speaker/workshop programme. We also run parent information events. This post will include delivering a few PSHE lessons and overseeing the subjects' intent and implementation, working alongside SLT. A significant amount of work has been undertaken to further improve our PSHE provision and this has won regional and national interest. Immediate change is not required, but we would expect the postholder to want to review, adapt and change schemes of work when necessary with pupil feedback a part of this process.

I have been Headteacher here for four years and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring girls 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 also a Flexible Working Ambassador School for the DFE and around 40% of our staff work flexibly.

NGHS is an outstanding girls' grammar school. We were last inspected by Ofsted in 2019. [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 (Sunday Times) 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. Our website has a 360° virtual tour including most sport areas, which I would encourage you to view. Please read this pack thoroughly prior to application. A discussion via MS Teams with myself is also possible; please see the final page in this brochure. I appreciate the time taken to assemble an application and I thank you in advance for your interest in the post and our fantastic school.



The Curriculum

The curriculum is currently divided into 50 fortnightly periods, although weeks A and B are largely 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 students have a weekly PSHE lesson and two hours of PE.

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.

In the Sixth Form, we have about 80-85% student retention but receive applications from girls in other schools with over 100 students in the current Year 12, demonstrating our increasing popularity. There are 18 A-level choices and AS PE with no pre-determined option blocks. All students have a lesson of PSHE and PE in the sixth form to ensure a balance with wellbeing. Most girls take 3 A-levels plus EPQ in Year 13 and some take 4 subjects. Students have 9 fortnightly hours of tuition per A-level subject.

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. Morale is high and staff work in faculty groups with similar subjects grouped together (e.g. Maths & Technology and English & Arts). Most staff are form tutors. Recent appointments have included two early career teachers and a teacher with 25 years experience.

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. A new whole-school T&L focus in September 2021 is based around 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 the call from Ofsted and navigating the Covid19 lockdowns.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown, our pastoral system has been overhauled since the current Headteacher took up post. Form tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of Year lead a team of tutors and our form groups are largely based around our fabulous House system.

Our pastoral team was further enhanced in 2018 by the appointment of two non-teaching Wellbeing 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. Attendance after the Covid-19 lockdown was notably higher, particularly in the sixth form.

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.

SPOTLIGHT ON SPORT & PE

Sport & PE at NGHS

Our curriculum is largely traditional in Y7 and 8 covering netball, hockey, dance, gymnastics, athletics and rounders, football and tag rugby. As pupils move through the school we widen the sports to provide greater variety. This includes handball, ultimate frisbee, lacrosse, volleyball, cheerleading and street golf as some examples. All teachers deliver the full range of sports that are offered on the curriculum.

On-site we have a double badminton court sports hall, two outdoor netball courts and field space which is marked with grids in the autumn and spring terms but that has a 200m athletics track and two rounders pitches in the summer. We also have a strong link with the Body Barn fitness centre and use this to enhance the curriculum. Students in Year 10, 11 and Sixth Form enjoy fitness lessons at the Body Barn and many sign up as members too.

Despite having a smaller team of staff than most schools, we endeavour to enter all Telford and Wrekin sports competitions across the full range of sports, including netball, handball, hockey, football, badminton, rounders and athletics. We also enter the county competitions for netball, athletics and cross country. In order to ensure that we are prepared for these competitions we run lunchtime extra-curricular clubs which rotate on a half termly basis to ensure that all sports are covered. We also use external coaches after school to supplement the extra-curricular offer in karate, fencing and netball clubs.

In recent years NGHS teams have been successful in local competitions and we have attended regional competitions in netball, handball, badminton and cross country. Post Covid we are very keen to ensure



participation for all and are trying to give a higher number of students the opportunity to experience competition with other schools.

We have been running trials for competitions and have been selecting 3 or even 4 teams and rotating these around the competitions that we enter. Where possible we also arrange friendly competitions after school to increase participation opportunities.

We organise annual netball trips for all students from Years 7 – 13. These have varied in location from Conover Hall and Boreatton Park to Disneyland Paris and Lake Garda. We are keen to re-develop the programme that is offered for students post Covid. We also take students to watch elite level sport and dance. Previous trips have been to England Netball, the British Basketball League Finals and the British Athletics Championships.

SPOTLIGHT ON PSHE

Personal Social & Health Education at NGHS

Our PSHE programme has been developed in conjunction with the PSHE Association and is taught within three strands: living in the wider world, health and wellbeing, relationships and sex education.

Each strand is taught twice over the academic year in a half term block. Students in Years 7 and 8 are taught by one teacher who teaches all three strands. From Year 9 upwards students are taught on a carousel so one teacher delivers the entire strand to all of the classes.

We have developed links with Loudmouth, Brook, our School Nurse and Police Liaison Officers who all offer workshops to help support the PSHE curriculum. These organisations are booked on an annual basis to ensure full coverage of the key safeguarding areas by these agencies. This then supports the PSHE lessons that students return to afterwards.

We regularly seek and listen to pupil voice on the PSHE programmes and this happens on a termly basis through the pastoral review group – students have the opportunity to share what is going well, but also what they think young people may need at that time. This feedback has allowed us to review the curriculum and add in any lessons or assemblies that may be relevant.

At the end of the academic year, staff and students are invited to review the curriculum they have been taught and give feedback on changes that may be required. This feedback is then used to update and refresh the schemes of work ready for teaching the following year. PSHE teachers attend two planning meetings annually as a staff team: once in September to explore the curriculum and relevant policies and once more later in the year to discuss the SRE strand in more detail.

NGHS was an early adopter school for SRE and we have recently shared our work with other girls grammar schools in our cluster. Our bespoke, in-house Bounce Back curriculum post-Covid lockdown #1 was shared in an SSAT article nationally and we subsequently welcomed contact from other schools about this.

NGHS has won a number of awards in the last three years including The AcSEED award for wellbeing and the silver Mental Health Award. Support from a member of SLT will be available to applicants with less PSHE experience, but we seek a strong commitment to the importance and relevance of the subject and its implementation at a whole-school level from our new postholder.



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. A-level scientists work with Harper Adams researchers each year. The 2019 team won a trophy for their work. Mr Scott, Mrs Tomkinson and 10 girls attended a Downing Street reception in 2020 for International Women's Day.



JOB DESCRIPTION—HEAD OF FACULTY

Core Job Role:

- ⇒ To lead and develop a team of staff with due regard to their performance, well-being and career development
- ⇒ To lead and develop a faculty of subjects with due regard to curriculum intent, implementation and impact including assessment, monitoring and evaluation
- ⇒ To work alongside a team of middle leaders in promoting the overall development of the school

Appraisal Responsibility For:

Designated members of staff

Responsible To:

Member of the Senior Leadership Team

Leadership & Management

- ⇒ To foster a positive culture and ethos through engagement, innovation and enthusiasm.
- ⇒ To provide strong leadership, support and guidance for those in your team and pay attention to your team's wellbeing at work.
- ⇒ To oversee teaching and learning across the faculty in line with school policy and model best practice.
- ⇒ To implement a range of self-evaluation strategies across the faculty, in line with school policy, to ensure consistency of / sharing best practice and evaluation of progress and student outcomes.
- ⇒ To lead performance appraisal for nominated colleagues in line with school policy.
- ⇒ To chair faculty team meetings, incorporating an element of sharing good practice.
- ⇒ To provide opportunities for staff CPD within the

faculty and ensure those on UPS3 make a suitable and sustained contribution to the faculty's success.

- ⇒ To contribute to the vision for Newport Girls' High School through the creation and review of a concise but clear strategic plan for the faculty.
- ⇒ To manage the faculty's budget effectively.
- ⇒ To ensure staff development needs are identified and appropriate programmes of support are designed and implemented to meet those needs.
- ⇒ To be responsible for the efficient and effective deployment of staff in the timetable (paying attention to staff workload) and the work of any nominated technicians/support staff.
- ⇒ To prepare and maintain reasonable and appropriate documentation ahead of Ofsted inspection in conjunction with the senior leadership team.

Teaching & Learning

- ⇒ To establish and monitor common standards of professional practice within the faculty.
- ⇒ To manage and facilitate student learning through effective teaching in accordance with the Department's schemes of work and policies.
- ⇒ To consider how the school's current T&L focus can be best applied within the faculty
- ⇒ To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement and manage any behavioural incidents within the faculty to enable all students and staff to feel safe and secure
- ⇒ To work with the SENDCO in order to benefit from their specialist knowledge and maximise the support given in lessons.

- ⇒ To ensure teaching resources meet the needs of all learners, particularly with regard to the differentiation for pupils of different abilities, and the increased use of technology.
- ⇒ To work with the faculty to enhance the learning environment by ensuring displays are updated at least annually in conjunction with support staff.
- ⇒ To ensure the faculty sets appropriate 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.

Monitoring, Assessing & Reporting

- ⇒ To lead quality assurance activities in line with the Whole School Monitoring Framework.
- ⇒ To maintain an oversight of all assessment and examination procedures including liaison with the Exams & Data Manager when appropriate.
- ⇒ To ensure all faculty staff assess students' work systematically (using the school Marking & Assessment policy as a framework) and use the results to monitor progress and inform future planning, teaching and curricular development.
- ⇒ To take responsibility for student attainment and achievement by tracking student progress and supporting individual students' learning needs.
- ⇒ To analyse and evaluate performance data and share this with staff across the faculty.
- ⇒ To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.

JOB DESCRIPTION—HEAD OF FACULTY

Curriculum Intent & Subject Knowledge

- ⇒ To oversee and lead the development of the faculty's curriculum intent and implementation with the aim of ensuring high standards of student progress and attainment.
- ⇒ To have a thorough understanding of KS3 Programmes of Study for faculty subjects and the specifications/grades for all GCSE/A-level courses.
- ⇒ To understand how appropriate transition can best occur between KS2 and KS3 in your faculty area.
- ⇒ 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.
- ⇒ To be aware of the H&S requirements in respect to practical activities including risk assessment.

Professional Standards

- ⇒ To fully uphold the national expectations for school staff in safeguarding the students in your care; including attending all relevant training.
- ⇒ To model professional standards such as punctuality, attendance, dress and respect to students and staff at all times
- ⇒ To support the SLT in making cover arrangements if a member of the department is absent.
- ⇒ To cover for absent colleagues as is reasonable, fair and equitable within national limits.
- ⇒ To co-operate with the employer in all matters concerning Health and Safety.
- ⇒ To be familiar with the Staff Planner content and support all the School's policies.
- ⇒ To establish effective working relationships with colleagues irrespective of their/your role.

- ⇒ To be involved in extra-curricular activities such as lunchtime/after-school 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 Keeping Children Safe in Education.
- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare, when required.
- ⇒ To be aware of the role of the Governing Body of and to support it in executing its duties.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To undertake any reasonable task as directed by the Headteacher.
- ⇒ To undertake the role of Form Tutor or direct intervention sessions in form time as required.

Specific responsibilities related to this post

- ⇒ To oversee the extra-curricular PE provision including attendance at fixtures and occasional weekends.
- ⇒ To liaise with relevant local and national sports bodies to facilitate engagement in matches.
- ⇒ To take responsibility for all PE equipment, reporting any losses or damage to the Facilities Manager including risk assessing whether equipment can be used by students.
- ⇒ To plan and implement an appropriate PSHE programme which is topical, inclusive and relevant, responding to national issues as they arise.
- ⇒ To liaise with outside agencies to facilitate the best PSHE programme possible for students.
- ⇒ To ensure Student Voice is instrumental in reviewing the PSHE programme.



PERSON SPECIFICATION—DIRECTOR OF SPORT, PE & PSHE



Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in Sports Science or similar iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post vi. First Aid qualification
Experience	<ul style="list-style-type: none"> i. Successful teaching of Girls PE ii. Teaching Core PE to all year groups iii. Recent CPD for emerging middle leader role iv. Leading PE extra-curricular activities in conjunction with other local schools v. Coach/Referee for all mainstream girls sports 	<ul style="list-style-type: none"> vi. Teaching in a high achieving school vii. Teaching PE in Key Stage 5 viii. Teaching PSHE ix. Lead for sport(s) within current faculty x. Interest in leading trips/visits incl. abroad
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of KS3/4 PE national curriculum and A-level specification (OCR currently) ii. Knowledge of enrichment sport programmes iii. Knowledge of best practice in assessment iv. Knowledge of ways to motivate those who love (and dislike) sport v. Understanding of rules of all school sports 	<ul style="list-style-type: none"> vi. Knowledge of SRE curriculum from 2020 vii. Awareness of best practice in PSHE teaching viii. Knowledge of how to map a PSHE curriculum within new framework ix. Knowledge of Rosenshine's Principles of Instruction
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence ii. Team player within a faculty and year team iii. Ability to prioritise, plan, organise well and lead a team to achieve objectives iv. Willingness to support students as form tutor v. High standards in appropriate dress, attendance and punctuality vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour! 	<ul style="list-style-type: none"> viii. Knowledge of issues facing girls in a single-sex, high achieving environment ix. Ambition to develop own career, in time, to SLT level

STAFF WELLBEING CHARTER

The Governors, Headteacher and SLT take the wellbeing 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 very supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

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



Please complete the application form including the supporting statement (section 5), 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. A **personal letter** showing an understanding of our school is preferable to a generic letter of application. 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.

Informal discussions about the post can be arranged via MS Teams. Please email headteacher@nghs.org.uk to arrange. Visits to the school will be organised for shortlisted candidates: The virtual tour and video on our website showcase the facilities that are available.

Completed application forms should be emailed to jobs@nghs.org.uk no later than **Monday 7 February at 9am**. Referees must include your current or most recent Headteacher. Referees will usually be contacted at the point of shortlisting. Letters of application should be addressed to our Headteacher Mr M J Scott.

CVs are unnecessary and will not be accepted.

We wish you every success and thank you for your application.