

HEAD OF SWIMMING (TEACHER) AT PEPONI HOUSE

Job Description

Head of Swimming (Teacher) at Peponi House School

Main areas of responsibility

- To lead and oversee the development and performance of swimming across the whole school (Kindergarten to Y8)
- To develop a pathway for all pupils through lesson provision, extracurricular provision and activities to receive superb teaching and coaching, have ample opportunity to learn, love and develop water confidence whilst providing structures to compete at the highest level.
- The role of Head of Swimming is to raise the profile of swimming, provide opportunities for staff to enhance subject knowledge and lifesaving, celebrate development and performance whilst inspiring a generation of pupils to enjoy swimming.

Person Specification

- An appropriate teaching qualification and further education specific to physical development/sports recognised by the TSC
- Minimum Level 2 Coaching Qualification in swimming. A knowledge of the Meet Manager and Team Manager software would be an advantage
- Minimum three years' teaching experience
- Familiarity with the National Curriculum of England
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extracurricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- A positive and solution-focused attitude to working life

Generic Responsibilities

- To work consistently to uphold the school's mission statement
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures and ensure that pupils' safety and well-being is never compromised
- To be polite, co-operative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff and their annual review procedures
- To work with visitors in such a way that it enhances the reputation of the school
- To seek to improve the quality of the school's overall service
- To present oneself in a professional way that is consistent with the values and expectations of the school.

Specific Responsibilities

Teaching Relationships with children, setting high expectations and motivating learners

1. Set high expectations which inspire, motivate and challenge pupils

a) maintain a safe and stimulating learning environment for pupils, rooted in mutual respect which can be used as a model for colleagues

- b) set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behavior which are expected of pupils.

Pupil progress

2. Achieve good progress and outcomes by pupils

- a) ensure pupils make at least the expected rate of progress
- b) be accountable for pupils' attainment and outcomes and know when and how to intervene most effectively
- c) plan teaching to build on pupils' capabilities and prior knowledge which can be used as exemplar planning documentation
- d) guide pupils to reflect on the progress they have made and their emerging needs
- e) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- f) encourage pupils to take a responsible and conscientious attitude to their own work. Subject and curriculum knowledge and pedagogy

3. Demonstrate excellent subject and curriculum knowledge

- a) have an extensive knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship
- c) promote high standards of literacy, articulacy and the correct use of standard English and model this practice for other colleagues
- d) demonstrate a clear understanding of systematic synthetic phonics and model this practice for other colleagues
- e) demonstrate a thorough understanding of appropriate teaching strategies for mathematics and model this practice for other colleagues.

Effective classroom practice

4. Plan and teach well-structured lessons which are observed by other colleagues as models of consistently good and frequently outstanding practice

- a) ensure all teaching is at least good
- b) impart knowledge and develop detailed understanding through highly effective use of lesson time
- c) promote a love of learning and children's intellectual curiosity
- d) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- e) reflect systematically on the effectiveness of lessons and approaches to teaching and share these with other colleagues
- f) contribute creatively to the design and provision of an engaging curriculum.

Diversity and special needs: meeting the needs of all pupils

5. Adapt teaching effectively to respond to the strengths and needs of all pupils

- a) know when and how to differentiate appropriately, skillfully using strategies which enable all pupils to be taught effectively
- b) have a clear understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) possess an acute awareness of the physical, social and intellectual development of children, and know in detail how to adapt teaching to support pupils' education at different stages of development
- d) have a thorough understanding of the needs of all pupils, 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 and evaluate distinctive teaching approaches to engage and support them. Assessment for learning

6. Make accurate and productive use of assessment

- a) have an extensive knowledge and thorough understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) provide an exemplary model of how to use formative and summative assessment to secure pupils' progress
- c) analyse and use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

Managing behavior

7. Manage behavior effectively to ensure a positive and safe learning environment

- a) maintain clear and consistent rules and routines for behavior in classrooms, and take responsibility for promoting exemplary and courteous behavior both in classrooms and around the school, in accordance with the school's discipline policy

- b) maintain high expectations of behavior, and use the school's established 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 pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

The wider professional role of the teacher

8. Fulfil wider professional responsibilities

- a) make a positive and sustained contribution to the wider life and ethos of the school
- b) make a distinctive contribution to raising pupils' standards
- c) be proactive in developing effective professional relationships with colleagues to promote collaboration, knowing how and when to draw on advice and specialist support
- d) deploy support staff effectively
- e) work effectively as part of a team and demonstrate positive and professional behavior during meetings
- f) contribute to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback
- g) communicate effectively with parents with regard to pupils' achievements and well-being.

- To create and manage a caring, supportive, purposeful and stimulating environment that is conducive to children's learning.
- To plan, prepare and deliver high quality, differentiated lessons
- To enable pupils to develop positive attitudes to swimming
- To promote high standards of behavior and discipline among the pupils safeguarding their health and safety
- To ensure that school policies are reflected in daily practice
- To promote actively strong and positive relationships with parents