

Dear Applicant

Thank you for your interest in the position of **Second in Charge of PE & PE Teacher (Boys)** at The Thomas Aveling School. Our application pack offers the following information, which we hope will assist you in deciding if you have the right qualities to be a teacher at our school and whether the school is the best place for you to further your development and career.

- Job Advertisement
- PE at The Thomas Aveling School
- Job description
- Background to the school
- Aims
- Our results
- Links to The Thomas Aveling School and the Beyond Schools Trust websites **The Thomas Aveling School - Home** and **Beyond Schools Trust | Kent and Medway | England**
- How to apply: Link to Application Form **Our Vacancies | Beyond Schools Trust**

We look forward to receiving your completed application.

Yours sincerely



Paul Jackson
Headteacher

SECOND IN CHARGE OF PE & PE TEACHER (BOYS)

Start Date – September 2022

Salary: Main/Upper Pay Scale plus TLR 2C £2873 pa

Ideas and enthusiasm are valued as much as experience

The Thomas Aveling School is a popular and over-subscribed school where you will join a motivated, supportive and friendly team who make a valuable contribution to the success of the school. In addition, the PE Department is both fully resourced and enjoys excellent facilities.

This is a full-time position and full support and induction will be provided. The successful candidate will be capable of working independently and also of leading a team of talented teachers together with the Head of PE. The successful candidate will:

- Be an excellent practitioner
- Have the knowledge and experience, or ambition to teach from Year 7 to 6th Form
- Be enthusiastic, resourceful and keen to ensure that the highest possible standards of pupil achievement, personal development and wellbeing are achieved

This post would suit a teacher looking for an opportunity to develop their career in a forward thinking and ambitious school. Specific responsibilities will include:

- KS4 – Core PE
- KS5

We offer:

- Fantastic sports facilities
- A comprehensive induction programme to teachers at all stages of their career
- Private health care cover
- Happy, motivated children to teach

The school has a strong track record of developing leaders. Through our excellent middle leader and senior leader CPD programme, experienced staff can rapidly gain the training and experience necessary to become a successful leader. This role would provide excellent experience for the right candidate to further develop their leadership skills. Equally a great place to start your teaching career in a nurturing collaborative team with great facilities and a fantastic team ethos.

Closing date for applications: Noon on Monday 16th May 2022

*Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found
Interviews are due to take place shortly after the deadline*

Letters of application, together with completed application form (available on the trust website) giving full details of qualifications and experience to date should be sent to:

Mr P Jackson, Headteacher, Thomas Aveling School, Arethusa Road, Rochester, Kent, ME1 2UW
or emailed to jshelbourne@thomasaveling.co.uk

OFSTED – June 2016 said that

“Staff morale and relationships within the school are very positive.” And “ Pupils enjoy school, have a positive attitude to learning and behave well”

100% of teaching staff in a recent Staff Survey said

that they are made to feel welcome at Thomas Aveling and are HAPPY to work at Thomas Aveling

The Thomas Aveling School is an Equal Opportunities Employer - committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.



THE PE DEPARTMENT AT THOMAS AVELING

At Thomas Aveling School, the Physical Education Department is committed to helping all students achieve their potential no matter what their starting ability. The Department strongly believes that Physical Education is a major influence on the social, mental and physical wellbeing of each student. Through the medium of individual or team activities the curriculum intends to offer experiences in which the performer can develop their skills, knowledge and understanding of sport as a whole and acquire a positive attitude towards themselves and others. Students are encouraged to use initiative and make their own decisions whilst working responsibly and safely. Furthermore, students are urged to use a growth mind set and not to be afraid to make mistakes and to challenge themselves to reach the highest level that they can. Whilst doing this they should recognise that each student will have different strengths and weaknesses and that the sporting environment can be used as a way of developing cooperation and teamwork towards a common goal.

Students are able to participate in a number of physical activities within the core PE programme. In Years 7 and 8 all students are timetabled to have four PE lessons per fortnight, which consist of body management activities such as gymnastics and athletics, plus a games programme that has been designed to cater for a number of different interests and abilities. This will provide a wide range of experiences for all.

The activities are provided on a modular basis and include not only the traditional invasion games such as football, netball, basketball, badminton, hockey and rugby but also tennis, cricket and handball. Students are helped to understand about their bodies and the relationship between fitness and health.

Year 9, 10 and 11 students have three core PE lessons every fortnight and again activities are provided on a modular basis. In Years 10 and 11 students have the opportunity to choose from a variety of activities in order to encourage them to lead healthy and active lives.

From Year 9 students also have the opportunity to follow GCSE Physical Education or OCR Sports Studies. Within the Sixth Form students will have the option of following the BTEC Level 3 Sport course.

All students are encouraged to take part in the many extra-curricular sports that will be made available to them, as the Department firmly believes in the idea of 'Sport for All'. The Department offers a varied programme of both competitive and recreational extra-curricular activities, which will hopefully encourage a number of students to become involved. In particular, the school is strong in competing against other schools in football, table tennis, netball and athletics.

The PE Department supports the House System within the school and we organise sporting inter-house competitions throughout KS3 and KS4. This culminates in the end of year Sports Day Athletics Event which every student has the opportunity to partake in if they so wish.

JOB DESCRIPTION

Designation:	Second in Charge of PE & Teacher of PE (Boys)
Department:	PE
Responsible to:	Subject Leader PE
Payscale:	MPS/UPS
TLR:	2C

This job description covers the framework of professional standards for teachers and specifically defines the characteristics of teachers at the following stage of their career:-

POST THRESHOLD TEACHERS who should meet the following post-threshold standards (P) and meet the core standards (C)

Core Purpose:

Subject Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Assistant Subject Leaders:

Assistant Subject Leaders take responsibility using this Standards Framework for the Key Stage and any specific accountabilities listed on this job description.

Knowledge & Understanding

Have the knowledge and understanding of:

- The school's aims, priorities, targets and action plans
- The relationship of the subject to the curriculum as a whole
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change
- The implications of the Code of Practice for Special Educational Needs for teaching and learning

Planning & setting expectations

- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs
- Establish, with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of the subject which:
 - contribute to whole-school aims, policies and practices including those in relation to
 - behaviour, discipline, bullying and racial harassment
 - are based on a range of comparative information and evidence, including the attainment of pupils
 - identify realistic and challenging targets for improvement
 - are understood by all those involved in putting the plans into practice
 - are clear about action to be taken, timescales and criteria for success

Teaching & managing pupil learning

Ensure:

- Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Effective development of pupils' literacy, numeracy and information technology skills through the subject
- Teachers of the subject know how to recognise and deal with racial stereotyping
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school

Assessment & evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching

Pupil achievement

- Establish clear targets for pupil achievement, and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs
- Use data effectively to identify pupils who are under-achieving and, where necessary, create and implement effective plans of action to support those pupils

Relations with Parents and wider community

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry

Managing own performance and development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- Achieve challenging professional goals
- Take responsibility for own professional development

Managing & developing staff & other adults

- Help staff to achieve constructive working relationships with pupils
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, appropriate evaluating practice; and developing an acceptance of accountability
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs and subject associations
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction

Managing resources

- Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money
- Deploy, or advise the Headteacher on the deployment of staff involved in the subject, to ensure the best use of subject, technical and other expertise
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject
- Ensure that there is a safe working and learning environment in which risks are properly assessed

Strategic leadership

- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning
- Ensure that the Headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.



OUR BACKGROUND

Thomas Aveling is a great place to work and develop yourself further. The support you receive from colleagues is amazing, both formally and informally. There is a great atmosphere in school where everyone shares in the success of others, wants the very best for our students and really does leave no stone unturned in our support for our students and each other. Please see our last two OFSTED inspections for an independent view of what we do at this marvellous school.

The Thomas Aveling School is one of seven secondary-modern schools in the Medway area. We were the first High School in Medway to be allowed to convert to an Academy as a single establishment; this enabled us to spend additional funds on the needs of our school and hence improve achievement faster. We have since merged with another local Academy Trust and are now one of 5 schools in the Beyond Schools Trust. This provides all staff with additional opportunities to mix with colleagues from other schools and take part in cross-Trust initiatives – providing an extra dimension to your development.

Through the selective system, the top 30 percent of potential students are admitted to local Grammar schools through Medway's selective process rather than to the secondary modern schools. Due to our excellent local reputation, we are regularly oversubscribed by a factor of 3 to 4 applications for every place in Year 7.

Our increasing success at Key Stage 4 (Progress 8 always in the top 20% of ALL schools nationally) has resulted in our Sixth Form expanding. Students are able to choose to study over 25 subjects, combining academic and vocational qualifications, this is further extended by our collaboration with the grammar school in our Trust.

Success in Level 3 courses has risen dramatically to 100% pass rate and average grade has risen from a U(!) to a C grade within the last 5 years, though we are now ambitious to crack into the B average! We have our first students applying to Cambridge this year with a very good prospect of being accepted.

The school draws its students from across the whole of the Medway area. The majority live in rented accommodation and the proportion from advantaged backgrounds is much lower than average. This is a school where you really do feel that you make a difference every day!

Please visit our website for a flavour of the soul of Thomas Aveling

OUR AIMS AND VALUES



- To embrace students of all abilities, enabling each one to achieve their very best
- To provide inspirational teaching and learning for the young people at our school within a caring environment
- To reward all achievements
- To offer challenging experiences
- To develop qualities of self-discipline, integrity, respect, honesty, trust and compassion
- To develop an effective partnership with all parents
- To encourage links with, and an understanding of, industry and commerce
- To prepare students for the responsibilities, opportunities and experiences of adult life

OUR RESULTS

Key Stage 4

Students achieving a Grade 4 or above in English and Maths = 58.01 %
 Students making expected progress or better in Maths = 58 % based on 3+ levels
 Students making expected progress or better in English = 54 % based on 3+ levels

Key Stage 4 Results	2021	2020	2019	2018	2017
No. of students entered for exams	181	182	182	176	183
% gaining 5+ 9-4 grades (A*-C)	64.5%	75.8%	62.1%	61%	61.4%
% gaining 5+ 9-4 grades incl En & Ma (A*-C)	53.6%	70.9%	52.8%	53%	50%
% gaining 5+ 9-1 grades (A*-G)	95%	97.8%	98.9%	98.3%	98.9%
% gaining 1 9-1 grade (A*-G)	99.5%	100%	100%	100%	100%

Key Stage 5

YEAR 13 ATTAINMENT	2021	2020	2019	2018	2017
A*-B	48%	36%	25%	25%	63%
A*-C	78%	73%	60%	60%	83%
A*-E	99%	99%	98%	99%	100%
APS – Academic	B- 37.22	C+ 33.25	C- 27.74	C 29	C- 27
APS - Vocational	D 35.69	D 35.12	D 34.5	D- 33	D* 47



HOW TO APPLY

To apply, please complete and forward a School Application Form (available on the Beyond Schools Trust website), together with a supporting statement of no more than two sides of A4, outlining your suitability for the role and stating how your qualifications and previous experience have prepared you for this position.

Your completed application should be returned to:

Mr P Jackson
Headteacher
The Thomas Aveling School
Arethusa Road
ROCHESTER Kent ME1 2UW

Or by e-mail to: jshelbourne@thomasaveling.co.uk

no later than:

Closing date for applications: Noon on Monday 16th May 2022

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