



## KING WILLIAM'S COLLEGE

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# Job Description

<b>Title:</b>	Teacher of Girls' PE and Games (Maternity Cover)
<b>Reports to:</b>	Director of Sport
<b>Department Team:</b>	PE and Games
<b>Job location:</b>	King William's College
<b>Pension:</b>	n/a



King William's College and The Buchan School are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Designated Safeguarding Lead or Principal.



## The School

King William's College was opened in 1833 through public subscription and the support of Bishop Barrow's Charity, which itself had been founded in 1668. The School enjoys a magnificent setting facing Castletown Bay in the south of the Isle of Man. For most of its history, the school operated primarily as a boys' boarding school supplemented by day boys. Girls were first admitted to the Sixth Form in the late seventies and the school became fully co-educational in 1987. In 1991, College merged with the Buchan School, (situated in Castletown and founded in 1875), to provide education for young ladies, also under the auspices of Bishop Barrow's Charity.

The two sites now constitute one school administered by a single Board of Governors and with the same overall vision and ethos. The sites are less than 2 miles apart and the Buchan provides Nursery and Junior School curricula for children from 3 years to 11 years of age. The Senior School provides a non-selective education up to GCSE/IGCSE and all Sixth Form students take the International Baccalaureate Diploma. There are currently 180 children at the Buchan School (excluding the Nursery) and 370 at the senior school of whom 110 are in the Sixth Form. There are 2 boarding houses at College with a total of around 100 boarders, many of whom are from overseas. Although there is now a large number of day pupils, the School retains much of the structure and ethos of a boarding school. College is a Church of England Foundation although the pupil body includes those of many faiths.

The Senior School is now run on year-group lines for academic purposes while the House system has been retained for social interaction including House Music, Drama and other cultural activities. The College is widely recognised as a leading IB Diploma school and was the first UK school to abandon the A Level system and adopt the IB in the same year. The College has been named 'Sunday Times International Baccalaureate School of the Year', a testimony to its commitment to the highest educational standards.

The College site is dominated by the main school building with its quadrangle and clock tower. There is a range of specialist buildings of varying ages. The Buchan site is constructed around an early Victorian country house, in a pleasant parkland setting on the edge of Castletown.

## The Games Department

The Physical Education and Games Department is one of the largest in the College and has an outstanding reputation both in terms of its academic results and the standard at which sport is played throughout the school. In Years 7-9 pupils participate in a comprehensive programme of PE and Games which develops the essential skills required for lifelong participation in physical activity. This continues into Years 10-11 and a significant number of pupils choose PE as one of their GCSE options. The department has taught the Cambridge IGCSE PE syllabus for a number of years but are transitioning to the WJEC syllabus.

In the Sixth Form all pupils study the International Baccalaureate Diploma and in 2012 the College became one of the first schools to start teaching the new IB subject of Sports, Exercise and Health Science, which has proved a very popular and successful option. In addition to their academic studies, all Sixth Form pupils also take part in a compulsory Games session once a week.

The school has a strong tradition in sport, competing both on and off the Island in the major girls' games of hockey and netball and on Island in the other competitive sports. Many other sports are also played in the College and in addition to the department's specialists, a number of the Common Room contribute to the Games sessions and the coaching of teams. There are also regular tours overseas, the most recent being a very successful hockey tour to Australia in Summer 2023.

## The Appointment

We are seeking a teacher of girls' PE and Games. The successful candidate will have the following attributes:

- An excellent knowledge and understanding of multiple sports taught in our curriculum (hockey, netball, football, rounders, dance, swimming, gymnastics, fitness, athletics)
- Experience teaching academic PE, ideally post-16.
- A willingness to take an active interest in the extra curricular activities of the school and to participate in team development and coaching for inter-school competitions.
- A willingness to lead or participate in overseas sports tours.
- A record of continuous professional development.
- A high level of personal sporting success.
- A full driving licence, ideally with minibus permissions (desirable).

We would particularly encourage a recently or newly qualified teacher to apply. Full ECT induction and mentoring is available for recent graduates. We would also consider applications from graduates without teaching qualifications provided they have a passion for sport and strong experience of coaching.

## The Role: Teacher

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. They are expected to carry out the professional duties of a teacher in accordance with the school's policies.

Teachers are expected to become an integral part of the College community; all teachers are expected to contribute to the extra-curricular activities programme.

# Key Duties and Responsibilities

This is not an exhaustive list and the post holder will be expected to show flexibility and assist with other tasks of a similar nature. The post holder will be based at King William's College.

All teachers are expected to: **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study
- keep relevant parties informed of any concerns relating to individual students; depending on the nature of the concern, this may involve the Tutor, Year Head, one or both of the Deputy Heads and/or the Principal.

**Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

**Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development



- have a clear 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.

#### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- attend Common Room meetings to discuss the results of assessments/internal examinations.

#### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- make use of the Rewards and Sanctions module on iSAMS to log any causes for concern or particularly noteworthy work/behaviour
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- be supportive of the College's Christian worship in the Chapel and of the spiritual ethos at the heart of the community. Full time teaching staff are expected to attend regular worship in Chapel.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- contribute effectively to teams (departments)
- take ownership and responsibility for tasks, seeing them through to completion
- lead by example, acting as a role model to others
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- be responsible for the care and welfare of all students and to pass on any pastoral or safeguarding concerns in line with the School's policies
- be responsible for health and safety in their teaching areas and report any concerns to the Works Department
- communicate effectively with parents with regard to pupils' achievements by means of regular reports, examination results and assessments (as per the Assessment Policy) and, when required, outside of these key assessment points
- attend INSET days at the start of each full term.
- Have read and understood the College's Safeguarding Policy and protocols.

## **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the College's ethos, policies and practices, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Other Responsibilities – Form Tutor/Pastoral Care

- Complete online registration (iSAMS), each morning of an assigned Tutor Group and each lesson for teaching groups.
- Assist with the monitoring of attendance/punctuality/conduct of students in their assigned Tutor Group (iSAMS). This includes maintaining accurate records.
- Lead tutor time for assigned Tutor Group and maintain all required administration for students, including the PDP. For the Sixth Form, this includes support with university applications.
- Lead the delivery of PSHE within the assigned Tutor Group, working to support the Head of PSHE. The Head of PSHE will provide ideas and materials to support the topics being discussed when required. Tutors are expected to work together in the planning of lessons in this area.
- Complete the equivalent of 2 x half hour duties per week in the Year Group Centre.
- Liaise with parents to ensure that they are fully involved and aware of their child's progress in College.
- Proofread and amend subject reports for students in the assigned Tutor Group.
- Liaise with subject teachers to ensure that every student fulfils their academic potential and inform relevant staff of any issues which may affect academic performance. For the Sixth Form, this involves supporting the CAS co-ordinator in checking and advising students on their CAS portfolios, and completing interview notes on ManageBac.
- Contribute to and ensure that the aims and objectives of the College and the Year Group Centre are implemented. This may involve helping with Year Group Events.
- Support the Head of Year, the Deputy Heads of Year, the other Group Tutors and the students.
- Attend weekly Year Group Tutor meetings.
- Attend Year Group Assemblies.
- Attend House Assemblies.
- Attend Parents' Evenings.
- Write Form Tutor reports for their assigned tutor group and PSHE reports for their assigned tutor group.
- Prepare their Tutor Group for occasional assemblies and Chapel services.
- Encourage positive conduct and academic progress.
- Monitor the turnout of pupils and impress upon them the need to adhere to school rules on uniform.
- Assist with any disciplinary issues which arise, liaising with the HoY/Deputy Heads as necessary.
- Have an understanding that flexibility and teamwork are crucial to the successful operation of the Year Group.
- Assist with recruitment and retention of students. This may involve assisting with the interviewing process of prospective students and parents. This includes Welcome Events, Meet the Teacher Evenings, and liaison with other Schools.
- Keep the HoY fully informed of any issues relating to the Tutor Group.

## Training and Development

- Maintain your own continued professional development
- Undertake training as necessary and ensure records of this are passed to HR for recording

## Benefits

- The successful candidate will be eligible for the following benefits:
- Lunch each day when the kitchen is operational;
- Free parking for all employees;
- Professional development and ongoing CPD through internal and external training;

## Remuneration

King William's College has its own generous pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed. Rates of income tax are very generous.

## Applications

A completed application form together with a covering letter should be submitted by email to: [hr@kwc.im](mailto:hr@kwc.im)

