



Recruitment Pack

Teacher of Girls' PE



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Compassion □ **Achievement** □ **Respect** □ **Endeavour**

The cornerstones of our learning community

Headteacher Letter



Thank you for your interest in the above post. We are seeking to appoint an enthusiastic full-time or part-time Teacher for Girls' PE.

Imberhome is a truly comprehensive school, providing an extensive academic curriculum from Years 7 to 13, alongside an enviable range of extra-curricular activities designed to appeal to the widest interests. Students in Years 7 to 9 are educated on the site of the former East Grinstead Grammar School on Windmill Lane, which provides a nurturing environment for their first three years with us. Years 10 and 11 and our large Sixth Form are based at our Upper School site on Imberhome Lane, which has all the specialist facilities and teaching spaces needed for the wide range of examination courses we offer. The majority of staff teach across both sites. We currently have 1630 students on roll, including 270 in our Sixth Form. We are keen for our students to develop into well-rounded young people, with the academic knowledge and personal skills they need to take their place in society. Our curriculum is extremely wide-ranging, designed to inspire and motivate in equal measure.

The school has a strong academic record in Key Stage 3, Key Stage 4 and the Sixth Form. We are rightly proud of our achievements to date and aspire to build on these successes. We therefore seek to appoint a teacher with a passion for teaching, a commitment to young people and the personal drive to continually develop their own practice, skills and knowledge. Students at the school are well behaved, extremely cooperative and very friendly. Both parents and students are overwhelmingly positive about the school. We work hard to develop these relationships and value the way parents engage with us.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this on [our website](#). Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied training programme. We provide a full induction programme for all staff new to the school.

I hope that we have provided the information you need as you consider your application. Please do not hesitate to contact Mr Paul Byrne pbyrne@imberhome.co.uk if you want to discuss the post further. Completed application forms should be returned to Mrs Angela Nicholls either by post or by email to anicholls@imberhome.co.uk. The deadline for all applications is **9am on Monday 7th October**, however we reserve the right to hold interviews before this time if we receive enough applications from suitably qualified candidates.

Matthew Whatford, Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



Department Information



PHYSICAL EDUCATION DEPARTMENT

Introduction

The Physical Education Department is a well-established, yet forward thinking department. The department comprises a strong, close and committed team of teachers who plan activities collaboratively. It has supported students in achieving their best possible grade in both KS3 & KS4 BTEC and GCSE results. The core aim of the Physical Education department is to get as many young people as possible to enjoy the subject, to enjoy sport and exercise and to be physically active. The department is fully committed to an extensive extra-curricular programme.

Staff and Accommodation

The department is made up of nine Physical Education teachers, with a blend of experienced teachers, and those at the start of their careers. We also have a Sports Technician who acts as a cover supervisor, when needed, and is responsible for a number of clubs and fixtures. Teachers have very high expectations, and work well together to create an atmosphere in which all students can fulfil their potential. The department is currently organised on a traditional model of separate Key Stage Coordinators. There are two post holders in addition to the Leader of Learning for Physical Education. Members of staff teach across the age and ability range. There are two dedicated Physical Education classrooms (with a class set of tablets), a four-badminton court sports hall, a fully equipped dance studio, a fitness suite, an ATF, plus three more indoor teaching spaces and copious outdoor space across the two sites. Sharing good practice and socialising is commonplace in both of our PE offices.

Curriculum

Key Stage 3 students follow a traditional curriculum in single gender groups. Where possible, groups are also split by ability. In Year 9, students undergo a half term of theory lessons to help them make informed choices before making their GCSE options. The Key Stage 4 curriculum is split. All students enjoy two hours of quality core PE lessons every week. Additionally, students may also opt to follow either the BTEC or GCSE PE courses. At Key Stage 5 students follow a two-year Pearson BTEC Level 3 Diploma in Sports and Exercise Science. BTEC Sport is a popular and successful choice in the Sixth Form, with students going on to study sports related subjects at university.

Extra-curricular

Staff offer extra support to exam classes in after-school sessions when not playing fixtures or organising after school clubs. There are a number of successful school clubs and teams in sports as diverse as rugby, netball, hockey, gymnastics, dance, football, table tennis, basketball, badminton, tennis, fitness, cross country, cricket, rounders and athletics. Extra-curricular provision is a key part of the success of the department and all staff are expected to play a role in delivering extracurricular sport through fixtures, clubs and inter-form games. Liaison with primary schools is very strong and we have a member of staff responsible for organising the primary school events in the area and training our students to be Sports Leaders who run these local events. The Sports Leaders Course is always over-subscribed and extremely popular amongst Imberhome students. The Headteacher is very supportive of extra-curricular sport and the school is rightly proud of its reputation in the county for playing school sport.

CPD opportunities are extensive for members of the department, with teachers attending various courses throughout the year to enhance their professional development. Collaboration within the team after a course is encouraged within the department meetings. Department CPD happens regularly and often involves a practical element to help share new ideas and develop subject knowledge.



Information about Imberhorne School



Imberhorne is a warm, successful and happy school where staff are committed to fully developing the potential of all students that they leave us empowered to make their own decisions about their lives. We are proud of the achievements of students across the school and are equally proud of what hard working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community.

We are continually looking to the future as we endeavour to prepare our students for life in the 21st Century. We are committed to high standards and academic excellence whilst equally valuing interpersonal skills that prepare them for workplace and to positively engage with wider society. We want our students to leave us feeling proud of their achievements in all aspects of school life. This comes from a love of learning, where we aim to build their knowledge, nurture their skills and grow their confidence. This must be coupled with enriching experiences as a necessary part of their educational journey.

Academic Achievement

In 2024 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **33% of A level grades at A/A***
- **52% of A level grades at A*-B**
- **81% of A level grades at A*-C**

We are extremely proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form. Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases, placing us in the top 25% of Sixth Forms for progress in 2024. We have a large Sixth Form which is predominantly focused on A-level programmes of study. Our academic curriculum is supported by a range of applied and vocational qualifications. We run 38 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must be inclusive and adaptive to meet the needs of all our learners.

Performance in summer 2024 was as follows:

- **71% of all grades were grade 4 or higher (4+)**
- **51% of all grades were 5+**
- **18% of grades were 7+**

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study and we encourage the majority of students to study a modern foreign language. We also have significant numbers choosing to study individual sciences. We have high standards for our whole community and are always striving to ensure that students are challenged to meet their potential.



Information about Imberhorne School



Professional Development

We believe that a commitment to professional development and growing capacity from within is central to our identity as a school. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on evidence-informed pedagogy and high quality CPD for all. This is best supported through collaboration with others. Engaging in coaching, co-planning and peer-to-peer support encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, voluntary additional CPD, targeted pedagogy-driver and behaviour input, as well as work with the Mid-Sussex Federation schools and more bespoke programmes to meet individual needs.

Culture and ethos

We believe the school is a compassionate and caring community, placing the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed and resourced pastoral system and we pride ourselves on the level of care we provide for all our students.

Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They work closely with Assistant Heads of Year for Key Stages 3 and 4, who have a focus on both the academic and the pastoral. Pastoral teams are supported by form staff who provide a daily point of contact for students and are the first line of communication between home and school.

A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the high challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. We operate on a one-school model and believe that challenge should be in place across the Key Stages so that the strong curriculum foundation established at Windmill Lane naturally progresses at Imberhorne Lane.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with a multitude of exciting opportunities to express themselves through singing, dancing, performing, acting and exhibiting. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level.

The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the scheme, starting in Key Stage 4 and leading on into the Sixth Form. We are committed to these wider opportunities outside of the classroom and the way in which they enrich the school community. We know that these are critical experiences that will become core memories, helping our students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us. Our work with the Mid-Sussex Federation of schools provides opportunities for our staff to build connections with colleagues outside of our school walls. This opens up our collaborative capital and potential, supporting the exchange of knowledge, skill and resource that we would not have as a standalone school.

We also have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. Well established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne. We encourage staff to join local subject networks and professional bodies, and as a part of a teaching school alliance we participate in many of their network meetings



Job Description



Post Title: Teacher **Salary:** Main Scale/UPS
Responsible to: Leader of Learning

Summary:

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher.

Areas of responsibility and key tasks

1. Planning and teaching that inspires, motivates and challenges all students

- Set goals that stretch and challenge students of all backgrounds and abilities
- Plan and teach in a way that promotes a love of learning and engages students' curiosity
- Structure lessons to provide appropriate pace, challenge and support
- Reflect systematically on your planning and teaching and how effectively it has enabled students to learn
- Ensure you are familiar with the school's expectations for outstanding teaching
- Ensure your planning identifies and caters for students of different backgrounds and needs, specifically pupil premium students, those with special educational needs and the more able
- Use and evaluate distinctive approaches to teaching to engage and support such students
- Have a secure understanding of how different factors can inhibit students learning and how best to overcome these
- Know when and how to differentiate appropriately to ensure all students learn effectively
- Ensure your planning provides appropriate and timely coverage of all aspects of the curriculum and that students acquire and consolidate the knowledge, skills and understanding expected
- Ensure the effective and efficient deployment of classroom support
- Set homework regularly and use other planned out of class activities to consolidate and extend the knowledge and understanding students have acquired

2. Monitoring, assessing and intervening to ensure all students learn

- Use relevant data to establish high expectations, monitor progress and plan sequences of lessons that respond to students' learning and ongoing progress
- Provide regular formative feedback to students, both written and oral, that encourages them to respond and enables them to understand how to progress
- Systematically assess and record students' attainment and progress on departmental and whole school systems, monitor strengths and weaknesses planning appropriate in-class interventions
- Undertake assessment of students as required by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

3. Promoting the very best progress and outcomes for students

- Be accountable for the attainment, progress and outcomes of students in your teaching groups
- Be aware of students' prior attainment and plan in a way that builds on these
- Guide students to reflect on their progress and their emerging needs
- Encourage students to take responsibility for their own work and study, developing them as independent learners

4. Establish high expectation and a safe learning environment

- Have high expectations of students, both in terms of academic achievement and behaviour in and around the classroom
- Have clear rules and routines for how students conduct themselves, promoting good and courteous



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5. Demonstrate good subject knowledge and a commitment to professional development

- Have secure subject knowledge and stay up to date with developments in your curriculum area
- Take responsibility for promoting high standards of literacy and numeracy through your teaching
- Take responsibility for improving your teaching through collaborative and sustained professional development
- Promote critical reflection with regards to your own teaching and that of others through peer observation, research and other collaborative practices

6. Pastoral duties

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHCE and citizenship and enterprise according to school policy.

Other Professional Requirements

All teachers are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside of school. Key in this is that teachers treat all students with dignity and build relationships rooted in mutual respect whilst having regard for the need to safeguard students well-being.

- Make a positive contribution to the wider life and ethos of the school
- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the leadership of the school
- Participate in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools
- Liaise effectively with parents and governors
- Work collaboratively with all members of the school community, as appropriate, and encourage open discussion and dialogue about teaching and learning
- Understand that members of the senior leadership team and other school leaders will routinely monitor aspects of school life, including visiting lessons and looking at students' work and books

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



Job Description



CLARIFICATION NOTES ON THE EXERCISE OF PROFESSIONAL DUTIES FOR ALL TEACHERS, OTHER THAN HEADTEACHERS

These notes should be read with the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the headteacher, and carry out the particular duties assigned to them.

All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. They will receive 10% release time against their timetabled teaching commitment, for planning preparation and assessment, and this time may not be taken by the school to use for any other purpose. They must co-operate with the headteacher and other teachers in the school on all aspects of education.

All teachers must participate in arrangements for appraisal of their own and others' performance, and have a responsibility to participate in arrangements for further training and professional development. Supervising students at the beginning and end of the day as well as at break time come time. A rota will make 'reasonable' use of all teachers to provide appropriate supervision of students at these times.



Person Specification



Teacher of PE

Criteria	Qualities	Requirements
Qualifications and experience	Qualified to degree level or above in PE or closely related subject(s)	Essential
	Qualified to teach in UK, or on track to achieve this qualification by the end of this academic year	Essential
	Experience of or capacity to demonstrate raising attainment in PE in a Secondary School	Essential
	Experience of teaching A-Level PE	Desirable
Skills and Attributes	Fully aligned with our school vision and values	Essential
	Evidence of sustained impact in the classroom	Essential
	Excellent organisational skills	Essential
	Willingness to play a full part in the life of the school	Essential
	Able to work effectively as part of a team	Essential
	Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance	Essential
	Good understanding of assessment in PE	Essential
	Ability to create a safe, happy and successful learning environment, founded on strong relationships	Essential
Personal Qualities	Secure knowledge of the characteristics of effective learning and teaching	Essential
	Desire to work hard to achieve goals	Essential
	Demonstrates a 'can do' attitude and a determination to succeed with energy and enthusiasm	Essential
	Excellent interpersonal and communication skills	Essential
	Actively seeks out and makes use of professional development opportunities	Essential
	Demonstrates a passion for working with young people	Essential
	A positive role model	Essential
	Ability to use own initiative as appropriate	Essential
Passionate about their subject	Essential	

