



Twyford Church Of England Academies Trust

“I have come that you might have life
and have it to the full” John 10 v10

Ada Lovelace CofE High School

Job Description

Job Title:	Male PE teacher + Inclusion Team Member
Contract Type:	Male PE – Permanent Inclusion Team Member (1 year devt. post)
Salary:	MPS/UPS + time allowance
SLT Line Manager:	Head of Inclusion

Inclusion Team Member

Role Purpose

To improve the pastoral and academic outcomes of hard-to-reach students through targeted mentoring, coordinated interventions, and the delivery of an inclusive curriculum that supports engagement, behaviour, and progress.

Key Aims

1. **Raise the achievement and engagement** of hard-to-reach cohorts (as identified by head of inclusion).
 2. **Provide structured academic and pastoral support** through mentoring and targeted interventions.
 3. **Run high-impact clubs and engagement activities** designed to improve attendance, behaviour, relationships, and belonging.
 4. **Track and monitor data** to ensure students make progress and access appropriate support.
 5. **Support delivery of inclusion curriculum** and contribute to a positive, inclusive school culture.
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Core Responsibilities

1. Mentoring and Student Support

- Mentor hard-to-reach boys and other vulnerable students to improve behaviour, motivation, attendance, and academic engagement.
 - Provide regular check-ins focusing on progress, well-being, and personal targets.
 - Build positive relationships that encourage students to take responsibility for their learning and conduct.
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2. Tracking, Monitoring and Intervention

- Track key pastoral and academic indicators (attendance, behaviour points/stages, attainment, engagement).
- Identify students who are off track and implement timely interventions.

- Work with Heads of Year, and Inclusion staff to coordinate support plans.
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3. Clubs and Engagement Activities

- Plan and run clubs specifically designed to engage boys and other hard-to-reach cohorts (e.g., sports-based clubs, practical skills sessions).
 - Use club participation to promote good routines, confidence, and positive relationships.
 - Encourage full participation in wider school opportunities.
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4. Inclusion Curriculum

- Support delivery of the inclusion curriculum for targeted groups, ensuring lessons focus on personal development, resilience, communication skills, and core academic needs.
 - Contribute to the running of the Inclusion Room when needed.
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5. Liaison and Wider Support

- Work closely with parents, carers, pastoral teams, external agencies, and academic staff.
 - Provide information, reports, and updates on student progress as required.
 - Support safeguarding and attendance processes where appropriate.
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Expected Outcomes

- Improved engagement, behaviour, attendance, and attainment for hard-to-reach boys.
- Students access appropriate interventions early and sustain improvements.
- Positive participation in clubs and structured activities.
- Inclusion curriculum effectively supports student progress and well-being.

Male PE Teacher

Specific responsibilities and tasks

Achievement

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

Teaching

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

Behaviour

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
- 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 required

Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school

- Undertake the role of a form tutor providing first level of pastoral support & intervention on behavioural and academic support issues
- Teach the pastoral programme & support students within the tutor group in self-evaluation & academic review processes.
- Ensure that the tutor group engages fully with the wider life of the school including chaplaincy reflections undertaken in tutor time
- Support & engage students in whole school worship (assemblies & communion services)

Other

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Main-scale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2013); these also apply to all management post holders.

Key measures of success

- External and internal examination results against target of all teaching groups
- Progress and engagement of tutor group

Person Specification

	Essential	Desirable
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Relevant successful teaching experience and with successful outcomes in public examinations • Successful experience of team leadership and management of staff • An understanding of recent curriculum and teaching/learning developments • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess record and report students' learning effectively. • Experience of teaching the National Curriculum in your subject at Key Stages 3 and 4 • An awareness of whole school issues 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities. • A proven record of success in raising standards
Equal Opportunities and Educational Commitment	<ul style="list-style-type: none"> • Energy and reflectiveness in their own practice of relating to Teaching and Learning and Curriculum Development • A proven commitment to inclusion • A proven commitment to curriculum access and opportunity • A proven commitment to comprehensive education • A proven commitment to professional development • Supports the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults • A commitment to support and promote the school's Christian character 	<ul style="list-style-type: none"> • Proactive use of professional development to develop quality of teaching
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to, and ability to articulate and model, the values of the Twyford Trust • A firm approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team • A commitment to the highest standards in all areas of school life (behaviour, academic, enrichment). • A strong grasp of contemporary educational issues • A proven team worker with a very strong commitment to collaboration • Outstanding communication and inter-personal skills • Ability to set challenging and achievable targets and ensure their delivery • Good time management / able to multi task 	

	<ul style="list-style-type: none"> • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	
Any Additional Factors	<ul style="list-style-type: none"> • A commitment to personal and whole school development 	

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>.

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.