



WALTHAMSTOW SCHOOL FOR GIRLS

“NEGLECT NOT THE GIFT THAT IS IN THEE”

Job Description

Job title: Deputy Head of Faculty (non-core) (DHOF) / Head of PE

- Reporting to:** Head of Faculty (HOF)
- Responsible for:** Communication to the Head of Faculty the interests and needs of those he/she line manages
- Line management of:** Named members of the faculty, this may include support staff if appropriate
- Liaising with:** HOF, teaching and support staff in their faculty, relevant teaching and support staff with cross-school responsibilities, LEA personnel, governors and parents/carers
- Working time:** 195 days per year – full time. Attendance at identified calendared events during the school year
- Salary/TLR Allowance:** Classroom Teachers’ Pay Scale + TLR 2b
- Disclosure:** Enhanced

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| Core Purpose | <ul style="list-style-type: none"> To lead and manage the PE department To be accountable for student progress and attainment in that subject area To deputise for the HOF in his/her absence (along with the other DHOF, in line with written faculty policy) To make appropriate cover arrangements for classes when staff are absent (in line with written faculty policy) To develop the school’s extra-curricular PE offer (see below) |
| Curriculum | <ul style="list-style-type: none"> To develop the PE curriculum, in line with the school’s expectations To lead, manage and develop student attainment across one subject area in the faculty To be accountable for the planning, delivery and assessment of the subject area including the development of syllabi, resources, Schemes of Learning and assessment strategies To keep up to date with national, regional and local developments in the subject area and to actively monitor and respond to them, disseminating the knowledge to the relevant members of staff To organise extra-curricular opportunities in PE |
| Strategic Leadership | <ul style="list-style-type: none"> To lead on the implementation and evaluation of one of the three faculty development plan targets |
| Quality Assurance | <ul style="list-style-type: none"> To support the HOF in carrying out self-evaluation activities as a means of informing faculty practice and identifying areas for development |

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| | <ul style="list-style-type: none"> • To monitor student standards and attainment in the subject area against annual targets • To support the HOF in setting annual targets for the subject area • To quality control subject reports • To use data and information appropriately to set targets and expectations and to ensure that teaching meets the needs of all learners |
| Resources | <ul style="list-style-type: none"> • To support the HOF in overseeing an evaluating the subject budget allocation to ensure it is spent in line with faculty and SIP priorities and best value principals |
| Staffing | <ul style="list-style-type: none"> • To be Performance Developer for a small number of faculty members, carrying out performance management reviews in line with school policy and setting challenging objectives • To lead, develop and enhance the pedagogy of the staff delivering the subject • To participate in the recruitment and interview process for members of the faculty |
| Extra-curricular | <ul style="list-style-type: none"> • To be responsible for organising and coordinating various team fixtures • To be responsible for accompanying students attending fixtures both during the school day and at after school fixtures • To be responsible for organising interform events throughout the academic year and Sports Day • To organise additional sports coaches if required |
| Teaching | <ul style="list-style-type: none"> • To undertake an appropriate programme of teaching on a ratio of 40/50 |
| School Ethos | <ul style="list-style-type: none"> • To support the school's motto, vision and values and to develop them in the classroom and beyond • To contribute to the development of whole school policies • To represent the faculty at HOF meetings in the HOFs absence • To support the school ethos, aims and policies |
| Whole School Contribution | <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support is distinctive aims and ethos and to encourage staff and students to follow this example • To continue professional development • To comply with the schools Health and Safety policy • To engage actively in the performance review process • To undertake any other duty as specified by STPCD not mentioned above |

This job description is carried out in accordance with provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

Each DHOF may have specific duties on top of these generic ones.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

May 2026

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

| | Criteria | Essential | Desirable | Assessed by application | Assessed by selection process |
|----|---|-----------|-----------|-------------------------|-------------------------------|
| | Qualifications | | | | |
| 1 | A good honours degree or equivalent | / | | / | |
| 2 | Qualified Teacher Status (QTS) | / | | / | |
| | Professional experience and knowledge | | | | |
| 3 | An excellent classroom practitioner with successful experience in secondary schools | / | | / | / |
| 4 | Successful leadership experience | | / | / | / |
| 5 | Experience of recent, relevant professional development which demonstrates a commitment to lifelong learning | / | | / | |
| 6 | Experience of curriculum development | / | | / | / |
| | Knowledge and Understanding | | | | |
| 7 | An in-depth understanding of the nature of the PE curriculum and its relationship to the curriculum as a whole | / | | / | |
| 8 | Secure knowledge of the statutory requirements for PE and assessment, recording and reporting requirements in the subject | / | | / | / |
| 9 | Good knowledge and understanding of the characteristics of high quality teaching in PE and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students | / | | / | / |
| 10 | A full appreciation of the contribution the subject can make to furthering the school's vision and values | / | | | / |
| 11 | A full knowledge and understanding of the contribution the subject can make to the school's Equal Opportunities Policy and practice | / | | / | / |
| 12 | Knowledge and understanding of how evidence from a variety of sources can be used to inform classroom practice in order to meet the needs of a wide range of students | / | | | / |
| 13 | Knowledge and understanding of the current use and future potential of information technology to aid teaching and learning | / | | / | / |
| | Skills and Personal Qualities | / | | | |
| 14 | Ability to set high standards for self and others and to lead by example, both in the classroom and in wider school life | / | | / | / |
| 15 | Ability to lead others with a clear vision and purpose; ability to lead a team to achieve those aims | / | | / | / |

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| 16 | Excellent communication skills (written and oral) for working with a variety of audiences | / | | / | |
| 17 | Energy and enthusiasm for all aspects of the post | / | | / | / |
| 18 | Creative and strategic approach to curriculum development | / | | / | / |
| 19 | An excellent classroom practitioner with a strong commitment to improving the quality of teaching and learning and standards achieved in the faculty | / | | | / |
| 20 | Ability to evaluate the quality of classroom experience and to support, guide and motivate others to achieve high standards | / | | | / |
| 21 | A commitment to lifelong learning | / | | | / |
| 22 | Ability to provide strong leadership and to work as a member of a team and to understand when these roles are appropriate | / | | | / |
| 23 | Ability to work under pressure, to meet challenging deadlines and to be adaptable | / | | | / |
| 24 | Good organisation and proven administrative abilities | / | | / | / |
| 25 | Ability to identify professional development needs and to develop others, directly and indirectly, through training and coaching | / | | | / |
| 26 | Ability to develop successful relationships with staff and students to bring out the best in everyone | / | | | / |
| 27 | A sense of humour | / | | / | / |

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