



## **Secondary Girls PE Coach Candidate Information Pack**

Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy and the possibility of joining us. Included in this pack is information about the academy and the role of Girls PE Coach.

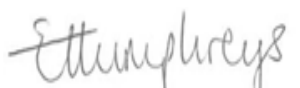
KSA is a pioneering school looking to hire exceptional people. This is a unique opportunity for an ambitious and high-performing person aspiring to reach pupils with the transformative power of sports through joining our PE team, teaching core PE lessons as well as supporting a wide range of activities, clubs and teams before and after the school day.

Through our approach to professional development we can promise a successful candidate a positive and rewarding journey of growth. Through shared weekly and long term planning, a large number of training days and access to the resources and opportunities in the Ark network, we are able to support our staff to thrive.

To apply, and to see more information about the school and this role please visit <https://kingsolomonacademy.org/jobs/vacancies>. The deadline is **on Monday 7<sup>th</sup> July 2025**, but we will review applications as soon as they are submitted so early application is advised. To discuss the role, please feel free to email the Principal's PA, Abi Saleh (a.saleh@kingsolomonacademy.org) or phone on 020 8161 6634.

We wish you the best with your application.

Yours sincerely,



**Beth Humphreys**  
Principal

## **Job Description: Secondary Girls PE Coach**

**Start date:** September 2025

**Type of contract:** Fixed Term until August 2026

**Salary:** Unqualified teacher payscale salary AU1 to Au4 (£27,927-£35,296)

### **The Role**

- To provide outstanding teaching and learning to ensure exceptional progress of all pupils in PE lessons
- To be an active part of running before and after school sports activities, clubs and teams for pupils

### **Key responsibilities**

- Role model excellent teaching in all your own classes across a range of ages
- Use regular, measurable & significant assessments to monitor progress and set targets.
- Respond accordingly to the results of such monitoring.
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- Maintain regular and productive communication with parents, to report on progress, sanctions and rewards and all other communications.
- Participate in an exciting and motivating extra-curricular and enrichment offer including university links, trips and residentials.
- Organise and lead sports fixtures and trips outside of core academy teaching hours
- Help create a strong academy community, characterized by consistent, orderly, caring and respectful relationships

### **Other**

- Undertake other various responsibilities as directed by the Principal.

# Person Specification: Secondary Girls PE Coach

## Qualification criteria

- Qualified to degree level and above desirable but not necessary
- Relevant coaching qualifications desirable
- Right to work in the UK required

## Experience

- Experience of raising attainment in a challenging classroom environment
- Experience of teaching or coaching a wide age range is desirable
- Working with girls sport / PE lessons

## Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

### “Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

### “Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

### “Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

### “Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

## Other

This post is subject to an enhanced Disclosure and Barring Service check.





*“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”*

### **Principal: Beth Humphreys**

Ms Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters’ degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development. She is a passionate teacher of English and loves nothing better than seeing young people reading, writing and talking about brilliant texts. Ms Humphreys took on the role of Head of Primary in January 2017 and Associate Principal in January 2019 leading all-through work on the curriculum and in safeguarding. She became Principal in January 2024.



## Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive

## Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 36 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles

- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

***Ark runs a number of additional programmes, including:***

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCos
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.

## **Ark Safe Recruitment Procedure**

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure**

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.

### **Reference checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee’s suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.