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Appointment

**Teacher of PE**

Salary Scale: MPS/UPS

Required: September 2025

**ADVERT**

We are looking to recruit a either a part time teacher who can teach PE at key stages 3 and 4 or a full-time teacher who can additionally teach a second subject. This post is a fantastic opportunity to join a creative and passionate team. The PE department secures strong attainment and progress but is equally proud of the positive experience that students have in lessons.

The successful candidate will be able to enthuse students with a love of PE. They will be student-centred, passionate, reflective and hard working. They will be collaborative in approach, keen to work with colleagues to share the best practice and resources. Part of this role will involve supervision of female changing rooms at the start and end of lessons.

 Wyvern College is a popular and happy school, where staff and students feel valued and appreciated. Students are polite, hard-working and well behaved. They are keen to learn and they achieve well above national expectations. Staff morale is high; turnover is low and there is a strong sense of team work and community. Staff are proud of their college and genuinely excited about the next stage of its development. Leaders and Governors are held in high esteem. We have on-site nursery and gym facilities with staff discounts. People rarely leave Wyvern and those who do, often return!

Wyvern is a 11-16 mixed comprehensive school, serving the communities of Fair Oak, Horton Heath, Bishopstoke, Durley and Upham and the surrounding area. Increasingly, families from outside the catchment area are seeking Wyvern places for their children. Consequently, it is oversubscribed.

Closing date for applications: suitable candidates will be invited to interview upon receipt of their application



**Head teacher Welcome**

Dear Prospective Applicant,

Thank you for your interest in applying for the position of PE teacher at Wyvern College.

We have recently had an Ofsted inspection (December 2023). The school was judged to be a strongly “Good” school. The report validated our own assessment of the college – there were no surprises! It described Wyvern well:

“*Wyvern College is inclusive with a strong community feel. Pupils respect diversity and feel confident to be different. Relationships are very positive. As one parent said, ‘My daughter has flourished due to the positive role models and encouraging culture at this school.’ Pupils feel safe and enjoy attending. The school’s values of ‘think, grow, care’ underpin all aspects of school life. There are high expectations for what all pupils can achieve. The school strives to provide the same high-quality education to all pupils, regardless of their starting points or the challenges they face. Pupils consequently achieve well*.”

The class or 2024 attained some of the best grades the college has had and attainment at the 9-7, 9-6, 9-5 and 9-4 thresholds actually increased from 2023 amidst the back drop of declining attainment nationally. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service. A Wyvern education is not, then, just about great exam results but is defined by our vision of Think, Grow, Care:

**Think deeply**, read widely, discuss openly and listen intently. Study with PRIDe, forever Prepared, Respectful, Involved and Dedicated.

**Grow personally**, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it.  Embrace personal challenges.

**Care passionately** about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are loyal to their college and enjoy warm, mutually respectful relationships with staff. Teachers can get on and teach the lessons they want and students can learn without disruption.

A high level of trust exists between the leadership group and staff – this is something I am very proud of. The Ofsted inspector said, “School leaders have a strong sense of moral purpose. Staff are proud to work at the school. They believe that leaders consider their well-being and workload. Teaching and support staff, including those in the early stages of their careers, feel supported and valued as they develop their expertise in helping pupils to learn and achieve”. At Wyvern leadership is about service not being served. Our job as leaders to make sure that those working in the front line with students – our staff – have everything they need to do the best job they can and that includes us being there on the front line with them too. Above all else, Wyvern is a happy school and the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

We are guided by the principles of Tough Care and the successful applicant will be committed to these: the idea that if we want the very best for our students we have to demand the very from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

I hope this brochure provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: b.rule@wyvern.hants.sch.uk .

With best wishes,



Ben Rule

Head teacher



**Key Information: The College**

**College Context**

* With 1351 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college: in 2018-19, student numbers were well below the PAN for years 9-11. The college is now full. There has been a concurrent increase in the proportion of students coming to Wyvern as their first-choice school. These trends reflect the local community’s increased confidence in the college and Wyvern’s strong local reputation.
* Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 19% which is well below the national average. Overall, 10% of students have low prior attainment, 40% middle and 47% high.
* Most students are white British: the proportion of students who speak English as an additional language is low at 6%
* The proportion of students receiving help for SEN is 19%; 53 students have an EHCP; 202 other students are on the SEND register.
* The college makes occasional use of alternative provision: 21 students are currently in some form alternative provision due to their SEND needs or emotional needs.

**Summary of the College’s Strengths**

* The college is known and respected for its holistic education, with a strong emphasis on character, values-based education, personal development and social responsibility. This is what is attracting students from outside of catchment.
* The range and number of extra-curricular activities is exceptional.
* Student numbers are rising and the college is now oversubscribed, reflecting the high regard it is held in by the local community.
* Students throughout the college attain higher grades than local, regional and national averages.
* Outcomes in the Ebacc subjects of Maths, Science, MFL and Humanities are especially strong, with attainment and progress rates significantly above the county and national averages.
* Results in English have improved significantly, with attainment and progress rising significantly this year.
* The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
* Attainment and progress scores for disadvantaged students, SEND students and low attaining students are especially strong, reflecting the inclusive nature of the college.
* A culture of high expectations and academic standards exist: high attainers on entry make good progress overall and across the range of subjects.
* Behaviour expectations are raised each year and standards of behaviour improve each year. The large majority of our students do not even get a single detention in their five years with us. We sweat the small stuff and sanction for it so that behaviour does not escalate to more significant issues. Colleagues joining us from other schools often wonder why we focus so much on behaviour when it is significantly better than what they have been used to.
* Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning, every lesson, every day. The ratio of positive achievement points to negative behaviour points if 18:1
* Parents and students recognise that pastoral care is a real strength of the college.
* There is a very wide range of subjects for students to study at KS4. The three-year key stage 4 means students get to spend more time on the subjects they care about earlier than on other schools and have the chance to drop subjects they do not intend to continue with. Teachers have three years, not just two, to deliver exam courses and this means that important foundational work can be put in place in year 9 and/or teachers can enhance or enrich key stage 4 beyond the exam specifications. The three-year Key Stage 4 also means that topics can be taught properly, without rushing.
* CPD is strong and personalised. Having spent the last 2-3 years focusing on curriculum intent and centralised resourcing, there is now a strong focus on developing pedagogy and the craft of being a teacher. We are currently developing Talent Pathways for |next year, which provides additional bespoke CPD for teachers at different stages of their career.
* Staff workload and wellbeing is prioritised. Departments have been putting in place high quality centralised resources for staff to use: there is still room for teachers to develop and use their own resources (as long as these meet the learning objectives of the curriculum planning documents) but centralised resourcing means that teachers do not need to start from scratch with their planning. Each department has a clear marking policy which identified which pieces of work need to be marked. By helping staff with planning and marking in these ways, workload becomes more manageable.
* Staff morale is high and staff are proud to work at Wyvern. Many are parents of students too. Others have worked here for over 20 years.

Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.



**Key Information: Job Description**



