

## Person Specification – PE teacher

Criteria	Essential	Desirable
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• QTS</li> <li>• PE specialism</li> <li>• Experience of teaching SEN students.</li> <li>• Experience of teaching PE in a school.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence or commitment to further professional development, e.g. NPQs</li> <li>• Special needs qualification i.e. Mental Health training</li> <li>• Higher level qualification in SEND or Masters level in PE or Education based studies</li> </ul>
<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum and Accreditation frameworks.</li> <li>• Deliver up to functional skills Level 2 qualifications or higher.</li> <li>• Good understanding and proven experience of managing health and safety arrangements in the work place, to include all aspects of Health and Safety pertinent to Physical Education</li> <li>• How to use a range of tools and performance data to monitor, evaluate, support, track and report on pupil progress, attainment, and achievement.</li> <li>• How to personalise learning based on accurate assessment of progress and evaluation of lessons.</li> <li>• Teacher standards</li> <li>• Safeguarding practices and procedures.</li> <li>• Teaching across the primary and or secondary age ranges.</li> <li>• Working in partnership with parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching at Key Stage 3 and 4. experience of teaching students with SEND in secondary phase age groups (within mainstream or specialist settings)</li> <li>• Understanding of a varied accreditation process in a SEN school. E.g: Asdan AQA unit awards, Entry Level, Functional skills, BTEC qualifications.</li> <li>• How to prepare students for externally accredited awards and qualifications.</li> <li>• Experience of differentiating learning for students with severe and complex SEN needs</li> <li>• Experience of setting individual education plans</li> <li>• Experience of assessing students with SEN</li> <li>• Experience of writing progress reports for students with SEN</li> <li>• Experience and/or training in managing challenging behaviour</li> <li>• Experience of working as part of a multi-disciplinary educational team</li> <li>• Understanding of the new education inspection framework and toolkit</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Set high expectations and standards.</li> <li>• Provide a good role model for students and staff.</li> <li>• Evidence of excellent interpersonal and communication skills (both verbal and written)</li> <li>• Positively manage change in pursuit of strategic objectives.</li> <li>• Demonstrate commitment to stay up to date with all areas of 'best' practice in PE, locally and nationally, including research and government led initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies.</li> <li>• statutory National Curriculum requirements at the appropriate key stage.</li> <li>• The preparation and administration of public examinations.</li> <li>• The links between schools, especially partner schools.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build, support and work as part of a team.</li> <li>• Motivate students and staff.</li> <li>• Work effectively in partnership with parents, governors and the wider community.</li> <li>• Work effectively with other schools to support school improvement and ensure excellent outcomes.</li> <li>• Analyse data effectively.</li> <li>• Excellent organisational skills.</li> <li>• An imaginative and creative approach to learning.</li> <li>• A hardworking, dynamic, enthusiastic and flexible approach to tasks and problem solving.</li> <li>• Ability to manage your workload and work under pressure.</li> <li>• The ability to build on current strengths and initiatives and deliver continuous improvement</li> <li>• A Clear understanding of, and enthusiasm for current issues in education and evidence of embracing, implementing and embedding new approaches/technologies which are relevant to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The capacity to learn quickly</li> </ul>
<p><b>Professional values and practice</b></p>	<ul style="list-style-type: none"> <li>• Be positive and respond to situations in a calm, professional manner at all times.</li> <li>• Be self-motivated, creative, robust and resilient.</li> <li>• Carry out responsibilities while being flexible and adaptable</li> <li>• At all times model good relationships, attitudes and behaviour.</li> <li>• Work collaboratively within a team using own initiative.</li> <li>• Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.</li> <li>• A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.</li> <li>• Demonstrate a willingness and ability to improve own practices and to act on feedback.</li> <li>• Support the SLT in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for students</li> <li>• Act as a positive ambassador for Wembley Manor and make a meaningful contribution to the school community.</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Physically and emotionally resilient in order to work with students with challenging behaviour and with a range of complex SEND</li> <li>• Ability to develop strong, positive relationships and communicate effectively with staff, students and parents (verbally and in writing).</li> <li>• Ability to lead high quality training sessions with individual, groups and whole staff groups.</li> <li>• Self-confident with a collected professional manner.</li> <li>• Supportive of the school's extra-curricular activities.</li> <li>• A good record with regard to punctuality and attendance at work.</li> </ul>	

	<ul style="list-style-type: none"> <li>• A desire to continue the development of professional skills.</li> <li>• Commitment to the ethos and practices of the school. Promote a positive image of the school.</li> <li>• A commitment to equality and diversity.</li> <li>• Respect for children and an interest in helping them develop both academically and as people.</li> <li>• A caring nature and an understanding of the needs and feelings of children.</li> </ul>
<b>Summative Agreement</b>	
<b>Confidentiality</b>	<ul style="list-style-type: none"> <li>• I will treat all information about children, families and staff discreetly with regard to confidentiality and data protection, and will report all concerns to the appropriate person(s).</li> </ul>
<b>Code of conduct</b> <b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• I will adhere to the school's code of conduct.</li> <li>• I will comply with all school policies and procedures related to equality, safeguarding, and e-safety and will report any concerns to the appropriate person(s).</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• I agree to take care of my own and other's safety at all times and to carry out my duties in accordance with the school's Health and Safety policy and procedures.</li> </ul>
<b>Induction</b>	<ul style="list-style-type: none"> <li>• On joining the school I agree to attend Induction sessions and complete all related tasks as required.</li> </ul>