**Teacher Specification**

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| **Person Specification**  | **Essential**  | **Desirable** | **Method of Assessment**  |
| **Qualifications.**  |
| Registered with GTC.  |  |  | Application.  |
| To be a qualified teacher.  |  |  | Application.  |
| To have a subject specialism. |  |  | Application.  |
| Enhanced DBS (formerly CRB). |  |  | Application. |
| **Professional Development.**  |
| Recent relevant in service training in current educational practice. |  |  | Application and selection process. |
| To have experience of working with pupils with a variety of learning needs. |  |  | Application and selection process. |
| Multi-agency working.  |  |  | Application and selection process. |
| A commitment to communicate and involve parents/carers and pupils in the work of the school.  |  |  | Application and selection process. |
| A commitment to high standards of achievement. |  |  | Application and selection process. |
| An awareness and understanding of and commitment to equal opportunities.  |  |  | Application and selection process. |
| **Curriculum.**  |
| To have excellent knowledge and understanding of the PE/ Physical Development Curriculum |  |  | Application and selection process. |
| To lead the PE/ Physical Development Curriculum across the site, developing curriculum maps, auditing the subject and liaising with other teachers to develop their knowledge and understanding of physical development. |  |  | Application and selection process. |
| Planning, developing and monitoring appropriate learning activities.  |  |  | Application and selection process. |
| To set high expectations for learners' behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences.  |  |  | Application and selection process. |
| To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.  |  |  | Application and selection process. |
| Providing a curriculum which meets the young person’s entitlement to education which as far as possible meets National Curriculum requirements in line with our Values, Aims and Ethos.  |  |  | Application and selection process. |
| Providing an education which meets the child / young person’s individual needs. |  |  | Application and selection process. |
| Assessing, recording and reporting on children’s learning within school.  |  |  | Application and selection process. |
| **Skills and Ability.** |
| High level of written and oral communication.  |  |  | Application and selection process. |
| Organisational skills.  |  |  | Application and selection process. |
| Ability to relate effectively to pupils, school staff and parents/carers. |  |  | Application and selection process. |
| To have a good level of physical fitness and be prepared to take part in training relating to physical interventions (Team teach) |  |  | Application and selection process. |
| **Personal Attributes** |  |  |  |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | ✓ |  | Application and selection process. |
| High expectations for children’s attainment and progress | ✓ |  | Application and selection process |
| Ability to work under pressure and prioritise effectively | ✓ |  | Application and selection process |
| Commitment to maintaining confidentiality at all times | ✓ |  | Application and selection process |
| Commitment to safeguarding and equality | ✓ |  | Application and selection process |